DOCUMENT RESUME

ED 144 328 EC 102 451

TITLE	PARADE Replication Manual: Projects Advancing Reading Achievement and Developing Ego-Strength.
INSTITUTION	Colorado Springs Public Schools, Colo.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	[74]
NOTE	75p.; Best copy available
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Demonstration Projects; *Diagnostic Teaching; Elementary Secondary Education; Inservice Teacher Education; Learning Disabilities; Parent Participation; Program Descriptions; *Program Evaluation; Program Guides; *Reading Difficulty; Records (Forms); Regular Class Placement; Remedial Programs; *Self Concept; Special Classes; *Student Evaluation; *Student Placement
IDENTIFIERS	*Project PARADE

ABSTRACT

Provided is the replication manual for the PARADE (Projects Advancing Reading Achievement and Developing Ego-Strength) project, a program designed to identify and diagnose reading problems in elementary and secondary level students entering a new school, provide an intensive program of prescriptive training, and aid the child in development of self concept. Brief sections cover background information; procedures for initial screening, individual analysis of learning abilities, placement (in regular or special classes), and prescriptive training; evaluation findings regarding seven project objectives; cost information; and a list of materials used during each program step. Noted among the PARADE activities are parent consultations, use of volunteer teacher aides, and inservice programs for regular classroom teachers. Appendixes, which make up the bulk of the document, include the following: a manual evaluation form, the PARADE Learner Self Concept Inventory, outline of units for Self Concept Group Sessions; PARADE forms for parent ratings, parent information and permission, student records, student referral, and parent program evaluation; an outline of sequential reading skills; and PARADE statistical evaluation data. Also provided is a PARADE guide for planning a diagnostic reading center. (SBH)

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ED144328

PARADE REPLICATION MANUAL

"Projects Advancing Reading Achievement and Developing Ego-Strength

El Paso County - School District #20

USAF Academy, Colorado 80840

A TITLE III ESEA PROJECT

EDUCATIONAL PACESETTER AWARD

"Presented to Projects Advancing Reading Achievement and Developing Ego-strength (PARADE) in recognition for contributions to experimentation, creativity, and innovation in education by the members of the President's National Advisory Council on Supplementary Centers and Services on the 12th day of July, 1974"

EXCELLENCE IN EDUCATION AWARD

"For excellence in educational achievement by successfully meeting the ESEA Title III validation criteria of being exportable, having adequate cost information and evidence of effectiveness in improving learner performance" by the National Association of State Advisory Council Chairmen on December 11, 1974.

OUTSTANDING

"This award is given by the Research and Studies Committee of the Colorado Council of the International Reading Association in honor of the outstanding educational research in the area of reading improvement" for research in 1972, presented on May 3, 1973

Superintendent of Schools - John Asbury
PARADE Director - Joan Stokes
c/o Air Academy High School
USAF Academy, Colorado 80840

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PROJECT ABSTRACT

Projects Advancing Reading Achievement and Developing Ego-Strength

PARADE

This project improves learning practices through diagnosis of individual pupil needs, prescription, and implementation for fulfilling those needs as transient students enter a new school environment. It identifies those students with low self concepts and provides for their development of improved attitudes toward themselves. It improves organization of the educational program for students with reading and learning problems.

General Objectives of Project:

To implement a program that can quickly identify and diagnose reading problems at whatever level they appear and provide an intensive program of prescriptive training which will enable students to reach maximum potential.

To aid the child in the development of his self concept - the conviction of his worth as an individual and as a member of society.

1975 Project Staff Members:

PARADE DIRECTOR

Joan Stokes

TEACHING STAFF

Educational Specialists
(Teachers with state certification in special education of students with perceptual and communicative handicaps)

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The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

EVALUATION FINDINGS
Based on Initial Two Years of Project Operation
Specific Objectives as Presented for Validation

Objective 1 - The district administration will, prior to the beginning of each school year, identify staff and order project materials.

The Project Director maintained records which indicated the accomplishment of this objective. During PARADE's second operational year services at the senior high school had to be reduced. This limitation did result in the failure of the project to meet the objective criteria of objectives which had been established before the curtailment. With this exception, the program was staffed and equipped before the opening of each school year. Each year a portion of the budget was reserved to provide materials and equipment as the need for specific items appeared. All teachers, especially those added under the Title III ESEA Grant, gave time and priority to the new students who entered in Grades 3 through 12 in the district. All met regularly with the project director during the school years to discuss program progress.

Objective 2 - Project teachers will administer the PARADE Learner Self Concept Inventory and the Nelson Reading Test or Nelson-Denny Reading Test to each student during the first week of his admission as a new student in Grades 3 through 12.

During the two years of project operation 1,929 new students registered in Grades 3-12 in the school district. 96% of these were screened according to the procedures stated in the objective.

Objective 3 - PARADE personnel will, within two weeks of the student's admission, begin in-depth analysis of each of the 25-30% of the registrants whose screening indicates a potential problem which could interfere with learning in a regular school program.

Before the establishment of this program students who experienced difficulties in school often waited weeks or months before any analysis could be made of their strengths and weaknesses. During PARADE's two operational years such analysis was made of 661 students, or 94% of those whose screening indicated a potential problem. Although research suggests that 25-30% of all students may be expected to experience learning problems, PARADE screening criteria detected possible problems among almost 35% of the new registrants.

Objective 4 - 90% of the students will be accurately diagnosed and placed in educational programs as evidenced by 10% or fewer referrals for retesting and further analysis.

During the two years of project operation the PARADE staff correctly placed the new students in the educational program according to individual needs with 96% accuracy, as demonstrated by only 4% of the new students being referred for retesting after being placed in the regular program.

Objective 5 - 80% of the students placed in special programs will show predicted improvements in reading ability based on the Learning Abilities Analysis and pre-post Nelson or Nelson-Denny Reading Tests.

Evaluation must be a continual part of the instructional plan. Individual performance objectives for skills related to reading were written for each student placed in a special program. One objective indicated the reading level expected of him at the end of his placement in the special program, or a maximum of two full semesters. 79% of the students met predicted goals when retested with the Nelson or Nelson-Denny Reading Achievement tests. Gains of up to four years were noted for some in special programs. Other long and short term objectives were met by more than 90% of the students, and measurable progress was made by all.

Objective 6 - 90% of the project students will score above the 20th percentile on the PARADE Learner Self Concept Inventory post test.

88% of the students retested scored above the 20th percentile on the PARADE Learner Self Concept Inventory.

As an additional means of evaluating student growth in self concept teachers were asked to rate each student in terms of specified items of observable classroom behavior. Use of these items was based on the premise that the individual's perceptions of himself in his environment will determine, to a large extent, his behavior. 94% of all students so rated were evaluated by teachers as meeting or exceeding project objective criteria.

Objective 7 - At the completion of one year in the project, 75% of the students will be returned to the regular program based on reading skills achievement of no more than two months below grade level and above the 20th percentile on the PARADE Learner Self Concept Inventory.

Of the students placed in special Title III programs, about 70% were recommended for full-time return to the regular program after no more than two full semesters of special help. Specialists working within the program strongly believe that achieving a reading test score so near their grade level is an unrealistic goal for many students. 60% of students' scores did meet this objective criterion.

Parents of new students responded favorably to written questionnaires in which they were asked to judge the placement and training program in terms of their expectations and their children. The following are direct quotations from their written comments:

"I feel there is a need for this type program. Please continue it. It is good for both parents and students."

"I was impressed with the tests M--- had to take before she was placed into a class in her capability range, instead of just being 'put' into a class that was available."

"K---'s overall education has been greatly improved by the special classes and individual attention that he so much needed. Thank you."

"K---'s reading has improved a great deal, and all his grades have improved. I'm sure this is, in great part, due to his better understanding of the written word."

PARADE

PROJECTS ADVANCING READING ACHIEVEMENT AND DEVELOPING EGO-STRENGTH

Replication Manual

A Title III ESEA Project
Dissemination and Diffusion

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PARADE PROJECT OVERVIEW

Background

"Do we have to move again?" and

"Oh...not another new kid...now!"

These sentences represent two views of a problem that is increasingly prevalent in modern society. Today it is a rare child who can be graduated from high school in the same community where he started kindergarten. School District 20's total school population is about five thousand. In a 1972 survey only one high school senior had begun his school career in one of the district's schools. 35% of the senior class had attended the high school less than three years.

The survey was conducted as part of an effort to determine the reason, and what could be done to change the fact that student reading levels were consistently dropping, despite efforts to improve the developmental reading program. Families are on the move. In military communities, such as the one served by District 20, each family remains for an average of four years. Military families are not the only ones whose job assignments or choice necessitate frequent moves.

When children move to new schools they must adjust to changed social climate and disrupted peer friendships, as well as the lack of continuity in educational programs. These changes effect the way the student sees himself in the school environment, and an inadequate self concept does effect his ability to learn.

From another standpoint, teachers with busy schedules and crowded classrooms experience difficulty in adjusting established programs to meet the needs of students with widely varying backgrounds. If any exist and are forwarded, past school records of transferring students may be vague and brief, and their arrival is often months after the child's entry into school. Particularly at the secondary level, where the typical program involves each student meeting with several teachers every day, important time can be lost before it becomes evident that an individual is experiencing trouble. More time can be lost before an analysis of his difficulty can be made, and still more time is consumed until he can receive the attention designed to correct academic or personal-social adjustment problems.

The purpose of PARADE is to provide the means of rapid identification, analysis, prescription and training for learning problems which may exist among students entering a new school environment at any level, at any time during the school year.

PARADE'S Steps in the Right Direction

Initial Screening

In the elementary schools initial assessment is accomplished by teaching specialists and school principals in the school where the student registers. In the junior and senior high schools guidance counselors and teaching specialists are responsible for the screening. About two-thirds of the

new students register before the opening of the school year, so group testing periods are scheduled at each school. Because a minimum of training is required for test administration, the tests can be administered at any time a new student arrives, without the presence of a trained teacher or test administrator. Although these instruments are not infallible in detecting or predicting every problem, they have proved to be adequate screening devices in guiding initial placement or indicating a need for further analysis, especially when they are used in conjunction with individual interviews with students and their parents. The tests are quickly and easily administered and scored, so desired information is immediately available, and students who are already uneasy about the new school situation are not subjected to lengthy batteries of tests.

Instruments and techniques to be used in this process include:

1. PARADE Learner Self Concept Inventory (See Appendix.)
2. Standardized reading achievement tests
   Grades 3-9: Nelson Reading Test (Boston: Houghton Mifflin Company)
   Grades 10-12: Nelson-Denny Reading Test (Boston: Houghton Mifflin Company)
3. Individual interviews with child and parent(s)
   Interviews are structured to obtain basic information about the student's status, needs and interests to help in placement and in planning his school program. The PARADE "Initial Interview Form" which is included in the Appendix was designed to guide professionals not specially trained in interviewing techniques. The interviewer's observations are recorded on the scale, and the parent is asked to rate his child on another scale (See Appendix, "PARADE Parent Rating of Student" form.).
4. Review of available records of prior educational experience

Parents receive information about the Title III PARADE Program at the time they register their children, and are asked for signed permission to administer diagnostic testing procedures should they be indicated. (See "PARADE Information and Permission" form in Appendix.)

Individual Analysis of Learning Abilities

Although circumstances may vary, a student is referred for diagnostic testing if:

1. His score on the PARADE Learner Self Concept Inventory falls below the 20th percentile.
2. His total reading score on the standardized test is more than two months below the standard norm of the grade he is to enter.
3. The difference between Vocabulary and Paragraph Comprehension scores on the standardized reading test is more than one grade level, with one of the scores falling two or more months below the norm of the grade he is to enter.

Individual analyses are based on information gained from the initial screening, and are instigated immediately, so that evaluative information and recommendations will be available before the student has completed school registration.

A measure of each child's overall learning aptitude and an individual reading inventory allow the specialist to determine the exact nature of a student's reading problem if such a problem actually exists. A variety of reading inventories are available, either in published form (Durrell, Gilmore, Botel, Miles for example) or devised by teachers. The selection of instruments is based on the age of the student and preference of the examiner, but should give the following specific information (See Appendix, PARADE Individual Analysis of Learning Abilities form.)

1. Individual test of learning aptitude (Slosson or Wechsler)
2. Grade equivalents:
   School Grade — Word Recognition
   Chronological Age — Comprehension
   Average Oral Reading — Instructional Level
   Average Silent Reading
3. Summary of difficulties:
   General (reversals, mispronunciations, etc.)
   Word Analysis (phonetic and structural)
   Mechanical (pointing, volume, etc.)
   Comprehension
4. Diagnostic conclusions (Further testing indicated)
5. Specific recommendations (Placement, remedial needs)

More extensive analysis is based on individual needs and can be as brief or as complex as necessary to provide a sound basis for determining the most effective means the school can employ toward meeting a student's needs. Other instruments and techniques which specialists are prepared to use include:

1. Analysis of learning style (Illinois Test of Psycholinguistic Abilities, Valett Psychoeducational Profile of Basic Learning Abilities)
   These tests delineate abilities and disabilities in areas of perceptive and cognitive functioning and facilitate remediation of learning problems. The child's performance in specific areas is judged in terms of general age expectancy and in comparison with his overall accomplishments.
2. Telebinocular (Keystone Visual Survey)
3. Tests of motor development (Purdue, Beery-Buktennica)
   A child's performance on these tests is judged in relation to what is expected at sequential age levels.
4. Test of visual perception (Frostig) This test measures ability in five areas of visual perception.
5. Tests of auditory acuity and perception (Audiometer, Lafayette, Goldman-Fristoe-Woodcock)

Psychological evaluation and speech and hearing analyses may be obtained in School District 20 through the Pike's Peak Board of Cooperative Services. Recommendations may be made to parents that medical and/or visual examinations be made by private practitioners or through community agencies.

PARADE has derived much benefit from the cooperation of medical specialists, especially pediatricians, visual specialists and physical therapists who have devoted time and efforts toward the evaluation, prescription and training of students with problems. If a panacea does exist for the problems of students, it must lie in a multi-disciplinary approach.

Parents are always consulted and their written permission is obtained before any individual analyses are undertaken, and results of these are discussed with them and with the students. Parents are often uneasy about the changes entailed by their moves and frequently indicate appreciation of the efforts made by the school district to provide for their children.

"I get the feeling that this school really does care about kids.",

"Finally, someone cares about what I say about my child." and

"Thank you and your staff for all your efforts and interest in my son." are statements which are representative of those often made by parents.

Placement

Placement is based upon information regarding aptitudes and needs gained from the initial screening and individual analysis if any was required. The majority (approximately 75%) of all new students are placed in regular classrooms and programs with no recommendations for special training. Some may spend part of their school time with a comparatively small group of other students who need concentrated attention toward developing reading skills. For some students small group sessions are planned to aid in the development of improved concepts of themselves and more appropriate reactions to problems.

Some students are judged to have a handicap which can be helped through a special education program. Teachers, a school psychologist, counselors and school and program administrators meet at what is called a "Staffing". At this staffing a decision is made regarding what, if any, special program is suited to that student's needs and abilities. The state of Colorado recognizes its obligation to provide services for all children, including those with a handicap which may interfere with their learning in a regular classroom. Special education services must be provided for those whose handicaps are less obvious and often not recognized easily, so "special education" no longer refers to the education provided for mentally handicapped children or those with severely limited vision, hearing, or physical attributes. Perceptual handicaps exist in bright children, and emotional disorders may cause or be caused by failure to learn in usual classroom environments. These handicaps can be diagnosed through the analytic procedures recommended by PARADE, and their effects can be minimized if appropriate placement and teaching techniques are utilized.

Placement of children with indicated problems may provide one or more of these alternatives:

Elementary - Ungraded grouping for instruction in specific reading skills
- Assignment to regular classroom with 2-4 hours weekly in Reading Laboratory under direction of specialist
- Assignment to special education learning laboratory for 2-6 hours weekly under direction of educational specialist
- Assignment to regular classroom with assistance given to classroom teacher in providing for special needs

- Part of full-time assignment to self-contained classrooms for students with limited intellectual capacity
- Assignment to self concept group sessions

Secondary
- Placement in courses selected in terms of success potential
- Placement in regular classes with teachers prepared through PARADE Inservice Program to provide special help for students with learning disabilities
- Assignment to class periods in special education learning laboratory under direction of educational specialist
- Assignment to class periods in reading laboratory under direction of reading specialist
- Assignment to vocational work-study classes
- Assignment to group or individual counseling periods

Part I of the PARADE New Student Record form (See Appendix) is completed for all new students who enter Grades 3-12. Results of the screening, further analysis if any, and recommendations are summarized. In the elementary schools this information can be discussed with the classroom teachers involved with particular students. In the secondary schools, where several teachers may be responsible for the academic program of each student, the information is printed and distributed to all teachers. Information to be distributed may be printed as the following sample:

		STANDARD READING TEST Grade Level Score				
GRADE	STUDENT NAME	Vocab.	Para.	Total	SELF CONCEPT (Percentile)	RECOMMENDATIONS
7	1. A---, T--	10.5	10.5	10.5	41	Continued curriculum enrichment. Health may present difficulties and special provisions may be needed.
7	2. C---, R--	7.3	9.9	8.6	44	Limited academic pressure. R's lack of self-discipline may interfere with accomplishment of assignments. Limits of acceptable behavior and definite expectations are needed.

Classroom teachers may refer students for additional analysis, although the students have been placed in the regular school program. The referral form to be used (See PARADE New Student Referral form in the Appendix.) gives data to be used in evaluation of the placement process as well as information to guide the analytic procedures to be used with a particular student.

Prescriptive Training

Teaching methods and materials are as varied as the students and the analyses of their needs. One student may be asked to devote much of his time to improving his visual discrimination. Another may work toward building listening skills. Some may read with seeming ease any material presented to them, but recall or understand virtually none of it. Others may be unable to read simple selections because they are unable to recognize even the most common words. Control of bodily movements is necessary if a person is to communicate effectively, so lessons may be devoted to physical activities. The Sequential Reading Skills outline in the Appendix may serve as a basis for individual student objectives.

Because adequate reading skills are a key to success in school activities, a great deal of emphasis is placed on developing skills necessary for competent reading. The desire to read well must precede and accompany any improvement in these skills, so efforts are consistently made to build or increase this desire.

Working with students in "self concept groups" was a new experience for special education teachers at the elementary level. One of them, Kathy DeSanctis, prepared an outline of the units covered by groups in one school during PARADE's initial operating year. This outline is included in the Appendix.

The one element which must be common to prescriptive training classes is that of assuring at least one success for every student every day. Too often in our educational system school means "failure", especially for those students who experience learning problems. Opportunities to experience success are severely limited or non-existant, so teachers, aides and volunteers are encouraged to provide at least one daily opportunity for each child to enjoy the satisfaction of earned and rewarded success. The reward may be no more than a smile or brief comment, but it must be earned by the successful accomplishment of a task. For example, the comment "I like the way you got right to work today," may commend the child whose entry into the room is often boisterous, or the remark "You remembered five of those words that usually give you trouble." might be directed toward the dyslexic child who has spent hours on a list of basic words. Children and adults all experience "bad days", when nothing seems to go right. People who work with students are encouraged to go back if necessary, until some task is found which can be successfully accomplished, and to reward that earned success.

One aspect of the PARADE training program which deserves to be mentioned is the use of volunteer aides or tutors. Individual attention is a vital component of the training, and time is limited for all teachers. Parents, Air Academy Cadets and students volunteer many hours during which they provide a student with their undivided attention and help, as guided by the supervising teacher.

The following illustration shows part of a typical plan for a secondary student in a PARADE special program. Individualization of planning and of classroom activities is necessary if any training is to be truly prescriptive.

Task / Date:	1/20	1/21	1/22	1/23
1. Barnell Loft, Getting the Main Idea F	Unit 3			Unit 4
2. Comprehension Power FA	Story 5		Story 6	
3. Wordly Wise 4	Pages 8-9	Page 10		

Results - or Concurrent Steps

One of the goals of PARADE is that students be able to return to regular classrooms with no further special training within a period of two full school semesters after their registration. Although this goal cannot be attained with all students, the majority are judged to be reaching their expected achievement levels and to be able to continue their educational careers with no further special training. Some are able to do so after only a few weeks of training in a special program. For the most part this transition does not mean a radical change in the program of any student, for he has not been removed from his own school environment, and participation in regular class activities has constituted a large portion of his school day.

The progress of each new student is followed carefully and evaluated by specialists and classroom teachers who are asked to complete the PARADE New Student Progress Report (See Appendix.) for students in their classes. Parents, too, hold an integral position in the evaluation of their child's progress and of the total PARADE program. Parental opinions are recorded on the PARADE Parent Evaluation form which is included in the Appendix.

An additional benefit for both students and classroom teachers is the teachers' increased awareness of individual problems and their responsibilities in meeting individual needs. Inservice training programs help teachers gain the expertise as well as the desire to adjust their programs and expectations to suit individual participants. No longer is every child expected to conform to a prescribed program. The program must be adjusted to conform to the needs and abilities of each child in it.

In District 20 pre-school inservice workshops have been conducted by PARADE staff members. Participants in the first were secondary teachers who had indicated their desire to make provisions in their classrooms and adapt their methods in terms of the needs of children with reading and learning problems. The purpose of the workshops was to acquaint classroom teachers with the kinds of learning problems encountered in the classroom and ideas for remediating techniques and materials which might be used in specific content areas. Lecture, small group discussions and demonstrations of techniques and materials were used in both workshops. It was extremely gratifying to the staff of the second workshop to hear a secondary math teacher express his conclusion that he was going to have to give some attention to "this reading business" in his math classes.

At the beginning of the inservice workshops teachers were asked to complete the PARADE Pre Training Inventory (See Appendix.) which consists of semantic differential items assessing their experience, knowledge, skill and feelings of competency in relation to the child with reading problems and the behavior problem child. The items were based on an evaluation of an inservice training workshop in learning disorders conducted in 1968 by the staff of the Educational Diagnostic and Planning Center of Cheyenne, Wyoming. Responses to a Post Training Inventory provided evidence that PARADE's objectives were accomplished through the workshops.

Regular and special teachers may be reluctant to use new methods and materials, although varied approaches and new, different materials are essential to the success of the individuals within the program. Demonstrations

Examples relating to the participation of individual students are as many as the total number of students in the program. The willingness to work with students where they are, and not where we would have them be is the key that unlocks closed doors! Kids can and do change given the guidance and respect they deserve. The following paragraphs describe incidents noted by a principal at one of the project elementary schools.

1. G-- came into our Title III Program at the beginning of the year as a chubby, lethargic fourth grader with academic skills below grade level. The "after" picture of this little girl is that of a bubbly, energetic, cheerful person who obviously thinks that G-- is an O.K. person. We feel that she was able to reach a reading level of 175 words per minute with consistent 80% comprehension because she had been guided to know and believe in herself and because of academic instruction.

2. A sullen, arrogant, hostile piece of humanity came to us in the form of a blond, curly-headed fifth grader. He had no academic skills above a primer level, and obviously no interest in improving. As a result of a team effort, M--- is turning into a nifty human being. His changed attitude was evidenced the other day when he sat in the office and said, "It really was dumb to cut class - it was even dumber not to do the work when I was supposed to. I've thought it all over and I have the work finished. If I could just find Mrs. Boyden, I would give it to her." When he found Mrs. Boyden he said, "Thanks." At the beginning of our term with him he would have said, "Go to hell!" Incidentally, he has progressed to fourth grade reading level.

3. T--- knows where he has been! He can talk about days of his violent temper fits because now he has the courage to know who he is and to know when he is right and when he is wrong. His frustrations have been replaced with a realistic recognition of who he is and how he operates.

4. C---, an oversized blond fifth grade boy who cried at the drop of a handkerchief, started school this fall. He refused to attempt any academic task and was an obvious undercurrent troublemaker. People who cared (including his parents) took him where he was and worked hard to discover his needs. Obviously some answers were found, because the new C--- has a grasp on himself, shows responsibility and operates with a sense of humor instead of with tears.

5. A hamburger at MacDonald's seemed to have been the beginning of a change in attitude for M---. Academically he has gained two years in reading and one year in math, but more important he has become a warm, helpful human being instead of one who was out to destroy himself and everyone around him.

Yes, kids can change! Adults who care can be a part of it - what more could one ask of life!

Or, as another elementary principal wrote, "This is what education is really all about. I'm well pleased with the program."

A sixth grade student wrote "...PARADE teachers understand all kinds of kids." A high school student who is currently in a special program wrote, "...In PARADE people who can't learn as fast will have a chance to learn at there own speed and then increase their reading ability and be like others."

PARADE - TITLE III ESEA

Cost Information

The figures below are those reported in PARADE's Application for Validation in April, 1974. In order to indicate both developmental and operational costs the expenditures were derived from a two year grant period, including both FY 72 and FY 73.

	Item	Development Costs	Operational Costs	Total Costs
100	Administration Including materials and salaries for half-time director and full-time secretary	$ 977.34	$ 6,758.17	$ 7,735.51
200	Instruction Including materials and salaries	6,902.40	36,698.25	43,600.65
800	Fixed Charges	81.60	5,078.26	5,159.86
1400	Remodeling	1,615.29		1,615.29
1500	Capital Outlay	3,756.49		3,756.49
	Total	$13,333.12	$48,534.68	$61,867.80

The costs reported include only those which were incurred as the PARADE project was added to the school district's educational program through Title III ESEA. The salaries were paid to additional staff members and for the added days' service devoted to planning, inservice and initial assessment activities.

In addition, the Colorado Handicapped Children's Education Act does reimburse a portion of the salaries of certified special education teachers. This amount is not included in the figures reported here.

Another estimate of the cost of the PARADE project may be derived from examining the expenditures during PARADE's second operational year, 1973-74.

	Salary, including PERA and fringe benefits	Travel	Materials & Supplies	Capital Outlay - Permanent Instructional Equipment	Remodel	Total
Administration ½ time director 1 clerical	7,949.45	506.03	67.97			8,523.45
Instruction teachers and aide	28,623.34	245.56	3,579.04	3,292.55	24.96	35,765.45
TOTAL	$36,572.79	$751.59	$3,647.01	$3,292.55	$24.96	$44,288.90

A further breakdown of the costs of the PARADE program may be made by determining the portions of expenditures which can be assigned to each of PARADE's "Steps in the Right Direction". For the 1973-74 operational year the instructional costs of the program may be estimated according to the following table:

	Salaries	Materials and Supplies (Including Capital Outlay for permanent instructional equipment and Remodeling)	Travel	Total	% of Total
Initial Screening	$ 747.00	$ 113.97		860.97	3%
Individual Analysis	1,258.00	165.67		1,423.67	4%
Inservice	960.00	220.63		1,180.63	3%
Prescriptive Training	25,658.00	6,396.62	245.56	32,300.18	90%
TOTAL	$28,623,00	$6,896.89	$245.56	$35,765.45	100%

Still another means of estimating proposed expenditures for a PARADE program may be found in District 20's Application for Validation. Figures in this computation were derived from the total operational costs for the 1972-73 school year. They include GHCEA funds as well as Title III.

Per-learner Operational Cost per Month	=	Total Operational Cost / Number of Participants	$88,386.31 / 928	= $10.58 Including all students screened	or $88,386.31 / 291	= $33.75 Including students in prescriptive groups	
		Number of Months in Grant Period	9		9		

The following information was included in District 20's Application for Validation. It estimates the start-up cost if a local educational agency were to replicate this project or install it at another site.

a. Staff Development
Staff training workshops at each school, two days per school times three hours per day at $5.00 per hour..... $ 240.00

b. Materials
Screening, analytical and prescriptive training materials..... $ 4,500.00

c. Facilities
This cost would be totally dependent on existing facilities, and may be partly based on philosophical considerations.
In District 20 there is an average size classroom in each of three schools. At present one teacher serves

in three schools and the available space must be shared with other activities during those hours when it is not in use for project activities. Smaller rooms, approximately 200 square feet each, are available in two elementary schools. In addition, the central project office occupies a room whose dimensions are about 15 feet by 50 feet. This office is housed in the largest, most centrally located school in the district and serves as an additional classroom for this school. .... $ 1,600.00

d. Contracted Services
Psychological evaluations in addition to those which can be accomplished by the psychologist under regular contract through district agency, as in District 20 the Pike's Peak Board of Cooperative Services..... $ 500.00

e. Equipment
Permanent instructional equipment, including tachistoscopic devices, projection reading machines and tape records for use in each school, as well as tables, desks and chairs and storage cabinets when not already available in individual schools..... $ 3,700.00

f. Travel
Within the district and general Colorado Springs area, attendance at preservice and inservice meetings, itinerant teacher if necessary..... $ 200.00

g. Total estimated start-up cost.....$ 10,740.00

These data were derived by taking the approximate total cost prior to student involvement and pro-rating by categories outlined above. By dividing this total cost by the total number of learners to participate, the following estimate can be made:

$11.46 per learner start-up cost if estimated according to the number of pupils screened

$35.80 per learner start-up cost if estimated according to the number of pupils to be involved in prescriptive training situations

---

PARADE Inventory

Although the PARADE office has an inventory of all materials that have been purchased for use in the project, it will not be presented here. Instead, this "Inventory" will list some of the major companies who have supplied many of the materials used in the PARADE steps outlined. Costs of equipment and materials change frequently, so no attempt has been made to list either the specific items purchased or their original costs. Local Educational Agencies who wish to replicate the project may desire to write or visit the companies listed in regard to current catalogs and price lists.

Step 1 - Initial Screening

Houghton Mifflin Company, 1900 South Batavia Avenue
Geneva, Illinois 60134

-----Step 3 - Placement (Covered in both Steps 1 and 2)

Step 2 - Individual Analysis of Learning Abilities

American Guidance Service, Inc., Publishers' Building
Circle Pines, Minnesota 55014

Educational Activities, Inc., Freeport, New York 11520

Follett Educational Corporation, P.O. Box 5705
Chicago, Illinois 60680

Keystone View Company, Meadeville, Pennsylvania 16335

Macmillan Company School Division, Front and Brown Streets
Riverside, New Jersey 08075

The Psychological Corporation, 304 East 45th Street
New York, New York

Remediation Associates, Box 318, Linden, New Jersey 07036

Slosson Educational Publications, 140 Pine Street
East Aurora, New York 14052

University Press, University of Illinois, Urbana, Illinois 61801

Step 4 - Prescriptive Training

Perceptual Training, Visual and Auditory

Academic Therapy Publications, Inc., 1539 4th Street
San Rafael, California
94901

Kenneth E. Clouse Instructional Materials, 333 Quail Hollow Road
Felton, California

Colborn School Supply, 1490 West Third Avenue
Denver, Colorado 80223

Developmental Learning Materials, Inc. 7440 North Natchez Ave.
Niles, Ill. 60648

Teaching Resources Corporation, 100 Boylston Street
Boston, Massachusetts 02116

Permanent Instructional Equipment

Banks Industry, Box 102, Elbert, Colorado 80106

Burnstein-Applebee Company, The Citadel, Colorado Springs

CEAVCO Audio-Visual Company, Inc., 7475 West 16th Avenue
Denver, Colorado 80215

Educational Programs, Inc., 1807 Federal Boulevard
Denver, Colorado 80204

Reading Skills

Allyn & Bacon, Inc., Rockleigh, New Jersey 07647

Barnell Loft Ltd., 958 Church Street, Baldwin, New York 11510

Educators Publishing Service, Inc., 75 Moulton Street
Cambridge, Massachusetts
02138

Grolier Educational Corporation, IS Div., 811 Orion Drive
Colorado Springs, Colorado 80906

Imperial International Learning, Box 548, Route 45 South
Kankakee, Illinois 60901

Jamestown Publishers, P.O. Box 6743
Providence, Rhode Island 02904

MacMillan Teachers Center, Division of MacMillan School
Supplies, Inc., 2200 West Alameda
Denver, Colorado 80223

PARADE Inventory, Step 4 - Prescriptive Training, Reading Skills, Contd.

Polaski Company, Inc., Box 7466, Philadelphia, Pennsylvania 19101
Webster/McGraw Hill, 1221 Avenue of the Americas
New York, New York 10021

Self Concept

Aids Company, 209-14 41st Avenue, Bayside, New York 11361
Pflaum/Standard, 38 West 5th Street, Dayton, Ohio 45402
Science Research Association, Inc., 259 East Erie Street
Chicago, Illinois 60611

General (If company has not been previously listed)

Curriculum Associates, P.O. Box 56, Wellesley, Massachusetts 02181
or 94 Bridge Street, Chapel Bridge Park
Newton, Massachusetts 02158
Scholastic Book Services, 904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
School Specialty Supply, Inc., P.O. Box 1327, Salina Kansas 67401

Hoffman Audio-Visual Instructional Systems, 563 Peak Road
Arcadia, California 91006

Although the PARADE staff has successfully utilized products of all these companies, no official endorsement should be inferred. It should be stressed that a wide variety of materials and programs is necessary, but no one type is inherently superior. The value of any materials or items of equipment lies in their use by an effective teacher. Suggested guides for making equipment selections are contained in Guidelines for Planning a Diagnostic Reading Center, which is the final section of the Appendix of this manual.

In conclusion, consider the words of this verse which hangs on the wall of the PARADE office. They symbolize the philosophy which must precede efforts to take PARADE's "Steps in the Right Direction". In PARADE ---- We Understand.....

"If a man does not keep pace with
his companions,

Perhaps it is because he hears a
different drummer.

Let him step to the music which
he hears,

However measured or far away."

Henry David Thoreau

PARADE

PROJECTS ADVANCING READING ACHIEVEMENT AND DEVELOPING EGO-STRENGTH

Replication Manual — A Title III ESEA Project

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Users are free to revise and/or reproduce any of the forms or charts contained in these appendices. However, the PARADE staff would like to request the opportunity to provide in-service training sessions for the staff members of any school district that desires to adopt the practices and methods described herein.

For further information concerning this request, contact Ms. Joan Stokes, Director PARADE, c/o Air Academy High School, USAF Academy, Colorado 80840, phone 303-472-0378 or 303-472-1295.

A WORD FROM THE DIRECTOR.....

PARADE's Title III ESEA grant in FY 1975 was awarded for dissemination and diffusion of Project activities. With the brochures, the filmed story, visits and this replication manual we are attempting to share the PARADE philosophy and to provide assistance to school districts who wish to adopt any of our practices. We need your help in evaluating our progress in these endeavors. Please complete the form below and return it to me at the PARADE office, c/o Air Academy High School, USAF Academy, Colorado 80840. Your time and efforts in doing so will be greatly appreciated. Any comments will give valuable assistance in our diffusion attempts, as well as in our continual awareness of possible improvements or revisions needed in the program. We want to continue the "steps in the right direction", so that all students may enjoy success every day of their school careers.

PLEASE HELP

Joan

Joan Stokes
Director, PARADE

PARADE REPLICATION MANUAL
Evaluation

Please indicate your desire or intent to adopt PARADE's "Steps in the Right Direction" by checking the rating scales below. Your choices will signify:

SEE LITTLE VALUE IN USE	WOULD LIKE TO ADOPT	INTEND TO PUT INTO PRACTICE	COMMENTS
0	1	2	3	
Step I - Initial Screening Standardized Reading Test			
0	1	2	3	
PARADE Learner Self Concept Inventory			
0	1	2	3	
Parent and student interviews with school personnel			
0	1	2	3	
Step II - Individual Analysis of Learning Abilities			

SEE LITTLE VALUE IN USE — WOULD LIKE TO ADOPT — INTEND TO PUT INTO PRACTICE — COMMENTS

0 1 2 3

Step II - Individual Analysis (Contd.)

Contents as brief or extensive as dictated by individual needs

0 1 2 3

Analysis Form

0 1 2 3

Step III - Placement

Alternative Placements

0 1 2 3

PARADE New Student Record Form

0 1 2 3

Step IV - Prescriptive Training

Individual Nature

0 1 2 3

Total PARADE Program

0 1 2 3

Please estimate the value of parts of this manual toward furthering efforts to replicate all or parts of PARADE in another school district. Just check the rating scale in the position you believe indicates the potential value of the item mentioned:

	NO VALUE	LIMITED VALUE	POTENTIAL VALUE	GREAT VALUE
Guidelines for Planning a Diagnostic Reading Center	0	1	2	3
PARADE Learner Self Concept Inventory	0	1	2	3
Self Concept Group Sessions Outline	0	1	2	3
PARADE Sequential Reading Skills Form	0	1	2	3
PARADE Individual Analysis of Learning Abilities Form	0	1	2	3
Entire PARADE Replication Manual	0	1	2	3

Other comments: _____

PARADE LEARNER SELF CONCEPT...Grades 3-6

Name_____ Date_____ School_____

This is an inventory to find out what students think about school. There are no answers that are right or wrong for everyone. No one is graded. Please be as honest as possible when evaluating the statements. To evaluate a statement use the number of the answer that you believe best tells how you feel. You may choose one of these answers:

1-Always 2-Usually 3-Sometimes 4-Seldom 5-Never

For instance, a statement might read, "I enjoy school." If you have very good feelings about school, you will write 1 on the line after the statement. If you have extremely bad feelings about school, you will write 5 on the line. If you don't have any strong feelings or opinions you will write 3. Try this example:

I enjoy school.....____

Now go ahead with the other statements. Think carefully about each one so that you can answer the way you really feel.

Part 1

1. Most of my teachers really care what happens to me...____
2. I like myself..... ... .____
3. I am an interesting person.. .....____
4. I am an important person in the school.....____
5. I am proud of my school work and of myself.....____

Part 2

6. Most of my teachers think I have good ideas.... .....____
7. I like meeting new people.....____
8. I can give a good report in front of the class.....____
9. I like to go to school each day.....____
10. When I grow up I will be an important person..... ____

Part 3

11. Things I learn in school are important to me.....____
12. After school I think a lot about things we talk about in class.....____
13. I often volunteer my own ideas in class.....____
14. Tests make me do a lot of thinking on my own instead of just memorizing a lot of things.....____
15. I feel that what I learn in school is more important than making good grades..... ....____

Part 4

16. I feel that most of my teachers like me.....____
17. My classmates in school think I have good ideas.....____
18. When the class is talking about a subject I have something to say.. ....____
19. I am a good reader.....____
20. I have good ideas.....____

Part 5

21. I am treated fairly at school.....____
22. I feel that my friends understand me.....____
23. I feel that my parents understand me.....____
24. I feel that my teachers understand me.....____
25. I trust most people... ....____

Part 6

How good are you at learning things in school? Put a check after the one phrase that best describes you.

Among the worst_____ Poor_____ Below average_____

Average_____ Above average_____ Good_____ Among the best____

Mark each word that tells what you are like most of the time. Are you like this?

	Yes	No
a. happy.....	____	_____
b. a good learner.....	____	_____
c. friendly to everybody.....	____	_____
d. noisy in class.....	____	_____

Read the following descriptions of four boys. Decide which one is most like you.

John learned all of his lessons with ease. He hardly studied at all, but still he learned everything and passed all of the tests with top grades.

Bob worked hard to learn his lessons. When he didn't understand things right away, he would think hard and pretty soon he would know how to do the lesson.

Jim tried hard to learn. But no matter how hard he tried, he couldn't seem to understand well enough to pass the teacher's test.

Tom gave up trying to learn a long time ago. He used to try, but now he knows it is just no use trying to learn all that stuff in those books.

Which boy is most like you? Put a check after the name of the boy you think is most like you.

John_____ Bob_____ Jim_____ Tom_____ None of them_____

Why?_____

_____

_____

PARADE LEARNER SELF CONCEPT...Grades 7-12

Name_____ Date_____ School_____

This is an inventory to find out what students think about school. There are no answers that are right or wrong for everyone. No one is graded. Please be as honest as possible when evaluating the statements. To evaluate a statement use the number of the answer that you believe best tells how you feel. You may choose one of these answers:

1-Always 2-Usually 3-Sometimes 4-Seldom 5-Never

For instance, a statement might read, "I enjoy school." If you have very good feelings about school, you will write 1 on the line after the statement. If you have extremely bad feelings about school, you will write 5 on the line. If you don't have any strong feelings or opinions you will write 3. Try this example:

I enjoy school.....____

Now go ahead with the other statements. Think carefully about each one so that you can answer the way you really feel.

Part 1

1. Most of my teachers think of me as a unique, interesting person.....____
2. Most of my teachers are genuinely interested in me...____
3. I like myself.....____
4. I am an interesting person.....____
5. I am an important person in the school.....____
6. I can be trusted.....____
7. I am a successful person, in school and out.....____
8. I feel that I have leadership qualities.....____
9. I am an unselfish person.....____
10. I am confident about doing well most things which are expected of me.....____

Part 2

11. I feel that most of my teachers encourage me to state my personal view in regard to a problem.....____
12. School mainly expects me to think and act independently in deciding about my personal behavior and appearance.____
13. New experiences are a challenge to me.....____
14. I enjoy meeting new people.....____
15. A typical school day is exciting.....____
16. I can handle most problem situations by myself.....____
17. Most of the time I feel secure and happy.....____
18. I am not nervous about taking tests.....____
19. I am generally eager to go to school each day.....____
20. I feel that I have a good chance of attaining my goals when I graduate from high school.....____

Part 3

21. I consider what I learn in school is mainly valuable information which I can apply to life out of school..____
22. I like to participate in class discussion.....____
23. I often think of issues raised in the classroom when I leave school.....____
24. I can meet my teachers' expectations without feeling that I have a lot of pressure.....____
25. The majority of my tests require me to think on my own and to express my own ideas.....____

26. I am more concerned about what I learn in school than about making good grades.....___
27. I feel that most of my classes are worthwhile.....___
28. I have a lot of social pressure on me in school.....___
29. Most tests require relating facts, figures and dates....___
30. I could learn from classes if I wanted to, but the most important things to learn are outside school.....___

Part 4

31. My classmates in school think I have good ideas.....___
32. Most of my teachers enjoy having me in class.....___
33. My friends like my ideas.....___
34. I feel comfortable when the teacher calls on me.....___
35. I am popular... ....___
36. When a teacher leads class discussion I have something to say..... .. ..___
37. I am a good reader.....___
38. I am smart in most subject areas... .....___
39. I have good ideas..... .....___
40. I am an important member of my class.....___

Part 5

41. I feel that I can really be myself at school.... .....___
42. I believe that schools are democratic and concerned with students' desires and wishes.....___
43. I feel that my friends understand me.. .....___
44. School policies concerning dress and behavior are fair to most students.....___
45. I feel that my parents and guardians understand me.....___
46. I feel that my teachers understand me.. .....___
47. I work well with other people.. .....___
48. I trust most people.. .....___
49. I feel that most people try to be friendly and warm.....___
50. I can take criticism without feeling hurt or angry.....___

Part 6

Now check the answer that is right for you.

51. There are lots of things that I can understand when people tell me about them, but I don't understand them when I read them out of a book. ___Yes ___No ___I'm not sure.
52. When I start a new course I often feel that I won't be able to learn what the teacher wants us to learn. ___Yes ___No ___I'm not sure.
53. John learned all his lessons easily. He hardly studied, but still learned everything and passed tests with top grades. Bob worked hard to learn his lessons. When he didn't understand right away he'd think hard and pretty soon he would know how to do it. Jim tried hard to learn. But no matter how hard he tried, he couldn't seem to understand well enough to pass the teacher's test. Tom gave up trying to learn a long time ago. He used to try, but now he knows it is just no use trying to learn all that stuff in those books. Check the boy who is most like you.
___John ___Bob ___Jim ___Tom ___None of them
54. How good are you at learning things in school? Put a check in front of the one word or phrase that best describes you.

___Among the worst ___Poor ___Below average ___Average

___Above average ___Good ___Among the best

EXAMINER'S KEY

This Learner Self Concept Inventory was written by the staff of District 20's PARADE project, and is based on research and assistance supplied by the Colorado Department of Education Office of Planning and Evaluation.

Administration:

Directions should be read aloud with students and discussed as necessary. For younger students, or if a reading disability is suspected the entire inventory may be read aloud with one or more students as they record appropriate responses.

Scoring:

In Parts 1 through 5 items are scored according to the numerical value assigned by the student. Exceptions are noted on Items 28, 29 and 30, where scoring values are reversed. Thus the response 5 is scored as 1, 4 as 2, 2 as 4, and 1 as 5. In Part 6 numerical values are assigned to responses as indicated below.

Form for Grades 7-12:

Items 51 and 52; Yes=9, No=3, I'm not sure=6
Item 53; John=1, Bob=4, Jim=8, Tom=11, None of them=6
Item 54; Among the worst=21, Poor=18, Below average=15, Average=12, Above average=9, Good=6, Among the best=3

Form for Grades 3-6:

Among the worst=13, Poor=11, Below average=9, Average=7
Above average=5, Good=3, Among the best=1

a. happy.....Yes=1 No=2
b. a good learner.....Yes=1 No=2
c. friendly to everybody...Yes=1 No=2
d. noisy in class.....Yes=2 No=1
John=1, Bob=2, Jim=3, Tom=4, None of them=3

Although completion of all items is to be encouraged, any that are omitted in Parts 1-5 should be scored 3.

Each part is totalled separately, then totals of the six parts are added in order to convert the raw score into a percentile.

The Learner Self Concept Inventory attempts to measure the attainment of six objectives which were submitted to the Interstate Educational Resource Service Center. The objectives are:

Part 1 - The student will feel that he is a worthwhile person in the school environment.
Part 2 - The student's attitude will reflect a willingness to involve himself in new learning experiences.
Part 3 - The student will perceive his classroom as conducive to his creativity.
Part 4 - The student will feel that he may make worthwhile contributions to his classroom.
Part 5 - The student's attitude will reflect a trust in others.
Part 6 - The student will identify himself as capable of learning most material taught to him in school.

Interpretation of Scores:

PARADE LEARNER SELF CONCEPT INVENTORY

Percentile Norm Table

Percentile	Raw Score Grades 7-12	Raw Score Grades 3-6	Percentile	Raw Score Grades 7-12	Raw Score Grades 3-6	Percentile	Raw Score Grades 7-13	Raw Score Grades 3-6
99	100	50	66	144	-	33	173	80
98	101-103	51-52	65	145	70	32	174	81
97	104-105	53-54	64	-	-	31	175	-
96	106	55	63	146	-	30	176	82
95	107-108	56	62	147	71	29	-	-
94	109-110	57	61	148	-	28	177	83
93	111-112	-	60	149	-	27	178	-
92	113-114	58	59	150	-	26	-	84
91	115	-	58	151	-	25	179	85
90	116-117	59	57	152	72	24	180	86
89	118-119	-	56	-	-	23	181	-
88	120-121	60	55	153	-	22	182	87
87	122-123	61	54	-	73	21	183	-
86	124-125	-	53	154	-	20	184	88
85	126-127	62	52	155	-	19	185	-
84	128-129	-	51	-	-	18	186	89
83	130	63	50	156	74	17	187	-
82	131	64	49	-	-	16	188	-
81	132	65	48	157	-	15	189-190	90
80	133	-	47	158	75	14	191	91
79	-	66	46	159	-	13	192	92
78	134	-	45	160	-	12	193	93
77	135	-	44	161-162	-	11	194	94
76	-	-	43	163	76	10	195-196	95
75	136	-	42	164	-	9	197	96
74	-	67	41	165	-	8	198	97-98
73	137	-	40	166	77	7	199-200	99
72	138	-	39	167-168	-	6	201-202	100-101
71	139	-	38	169	78	5	203-204	102
70	140	68	37	170	-	4	205-208	103-104
69	141	-	36	171	-	3	209-211	105-106
68	142	69	35	172	79	2	212-220	107-109
67	143	-	34	-	-	1	221	110

These normative data were derived through random sampling of School District 20's student population, and may be inaccurate with other groups. Although circumstances vary a student whose inventory score falls below the 20th percentile is believed to need help in developing a more positive image of himself in the school situation.

By comparing results of the six objectives measured and by noting individual responses the examiner can gain insight into the needs and problems of individual students.

PARADE

Self Concept Group Sessions

Outline of Units

as presented by Kathy DeSanctis

Foreword

Educators have long been aware of the pervasive impact of the self concept (a person's mental representation of his individual existence which tells him who he is and what he is) on personal accomplishment. "...Studies have shown that a child with a low self concept is likely to be maladjusted both socially and intellectually."[1] The studies of Davidson & Lang (1960) and Brookover, Thomas & Patterson (1964), among others, support the assumption that self concept can be changed through school experiences.[2]

However, working with students in "self concept groups" was a new experience for the Educational Specialists during PARADE's initial year of operation. Ms. DeSanctis prepared this informal summary of her endeavors during that year. The summary is not intended to constitute a course outline. The goals listed are general areas of direction and have not been stated as specific objectives with measurable outcomes. Bibliographical references are not detailed. It was designed to serve as a guide for teachers who choose to adopt the general idea of the "Self Concept Group" plan in elementary schools.

Grade 3

I. Goals
   - A. Understanding and accepting self
   - B. Understanding feelings
   - C. Understanding others
   - D. Understanding emotional maturity

II. Structure
Six to eight students, three referred by classroom teachers, others chosen from those who scored below the 20th percentile on the PARADE Learner Self Concept Inventory.

III. Methods and Materials
   - A. DUSO kit[3]
     1. Group listened to story and saw pictures. One child used the talking puppet and acted as story teller.

---

[1] Whisenton, Zadia. "The Effects of Planned Experiences with Outstanding Negro Citizens of the Community on the Self Concepts of Negro Children." University of Alabama, 1970. Page 57.

[2] Bessell, Harold Palomares, Uvaldo, and Southard, J. K. Developmental Profile. San Diego: Human Development Training Institute, Inc. 1970

[3] Dinkmeyer, Don. Developing Understanding of Self and Others. Circle Pines, Minnesota: American Guidance Service, Inc.

2. Re-enactment of story, using puppets
3. Group discussion of personal experiences in a situation similar to story theme
4. Selected supplementary activities suggested in manual

B. Folders
1. Open-ended sentences
   a. I feel afraid when.....
   b. I feel angry when.....
   c. I want to be with my friends when.....
   d. I want to be alone when.....
   e. I feel happy when.....
   f. I feel sad when.....
   g. This is what I look like.....
   h. This is the way I feel most of the time.....
   i. Something special I want you to know about me.....
   j. This is what my favorite person looks like.....
2. Diary of weekly happenings
3. Self portraits

C. Field trips
1. Short hikes around school
2. Swimming
3. Ice skating

IV. Favorable Aspects
A. Small group provided maximum opportunity for role playing and discussion.
B. DUSO kit colorful and appealing. Interest never lagged in twenty weeks of use.

V. Unfavorable Aspects - none

Grades 4 and 5

I. Goals
A. Positive values of self
B. How to make friends
C. Being able to "walk in the other guy's shoes"
D. How I change - for better or worse

II. Structure
Six to eight students who scored below the 20th percentile on the PARADE Learner Self Concept Inventory

III. Methods and Materials
A. Goal A, open-ended sentences (See B1 in Grade 3 outline.)
B. Goal A - D (adapted in terms of specific objectives)
1. Group discussions
2. Role playing
3. Entire group went ice skating with teacher on two weekends.
4. Games (Note: Specific applicability to goals is noted.)
   a. Each child describes three good things about himself on paper. Others guess the author as papers are read by teacher or different group member.
   b. Designing circle seating on rugs. This creates a different atmosphere as opposed to regular classroom.

c. Individual members of group are asked to share one good thing that happened during week. (Goal C.)

d. "Who would you be if you could be anyone in the whole world?" Each group member makes a choice, then others guess which of the members made which choice. This games is accompanied by discussion of personal qualities within each which give impetus to choices. (Goal C)

e. Born to be Great series (Beginning self-analysis is excellent)

f. SRA Third Grade Reality Awarness kit (Goal C)

g. Folders decorated by individuals, used throughout year

5. Magazines, especially Kids
6. Ditto masters from "Here I Am", Dimensions of Personality [1]
7. Terry Berger, I Have Feelings [2]
8. "I'm not Alone", Dimensions of Personality [1] (Note: The questions at end of chapter are especially good for group discussion.)

IV. Favorable Aspects

A. This age group needs opportunities to share ideas with boys and girls.

B. Group was large enough to offer a child a shield if he didn't wish to participate actively, but small enough to feel close to teacher, both physically and emotionally.

V. Unfavorable Aspects - Hyperactivity of individual group members tended to produce additional hyperactivity of entire group.

Grade 6

I. Goals

A. Positive self-image

B. Ability to function in group situations

C. Chance to share bottled-up inner feelings with an adult who was removed from both classroom and home situation

II. Structure

Two groups of boys and girls separated met for regular weekly one-half hour sessions.

III. Methods and Materials

A. Written paragraphs regarding suggestions from open-ended sentences:

1. If I were running the school I would.....
2. I like happy people because.....
3. I feel sorry for sad people because.....
4. I think "it" was unfair because.....
5. If I were the teacher I would.....
6. Cheating in school can cause many problems because.....

---

[1] Dimensions of Personality Series, Here I am, I'm Not Alone, What About Me?, Becoming Myself. Dayton, Ohio: Pflaum/Standard

[2] Berger, Terry. I Have Feelings. Bayside, New York: Aids Co.

7. Grades on the report card are less important than the knowledge retained in my head because.....
8. I wish I didn't have a little brother (or sister) because.....
9. I wish I were a boy (or girl) because....
10. If I had $1,000.00 I would.....
11. The happiest day I ever had was when.....
12. The saddest day I ever had was when.....
13. If my parents would quit treating me like a baby I would...
14. I wish that adults could understand that I....
15. If my folks would only let me have a pet I would...
16. My favorite person is....
17. I hate it when my mother tells me to....
18. I hate it when my father tells me to...
19. I should be courteous to adults because....
20. I hate to go to bed early. I should be able to stay up till .....
21. If I could be any animal I wanted to be I would be a _____ because....
22. People like me because I.....
23. I think some people don't like me because I.....
24. When I grow up I want to be able to....
25. If I could do everything I wanted to do when I wanted to do it I would.....

B. Tutoring - working with second and third grade students in a remedial reading group. This made teachers and students feel very important.

C. Group discussion - This almost always centered around family or class situations.

D. Role playing, using a tape recorder

E. Games and activities suggested for Grades 4 and 5

F. Situation sheets or posters[1] posing typical problems for school adjustment at this age level. Students branch off from here.

IV. Favorable Aspects

A. Small size of group leads to relaxed, informal atmosphere.

B. Discussion becomes more free with separation of boys from girls in group.

V. Unfavorable aspects

Boys might profit more from leadership of a male teacher.

---

[1] The Many Faces of Youth Posters. Niles, Illinois: Developmental Learning Materials.

PARADE - Initial Interview Form

Summary of Information to be Obtained During the Initial Parent-Student Interview

1. Has the student experienced any difficulty in school?
2. In general, does the student seem to enjoy school?
3. Does the student have, or has he had any unusual physical problems or illnesses?
4. Peer Relationships - How large a group of friends or playmates does the student have?
   - Are his friends of his own age, or are they older or younger?
   - Is he a leader or follower?
   - Is he considered one of the group or merely tolerated?
5. Does he cry easily, have temper tantrums or any nervous habits (twitching face, neck or shoulders, nail-biting, etc.)?
6. Does he show independence and go ahead on his own initiative or does he depend on others and need constant prodding?
7. Have you often read to the child? Does he enjoy having stories read to him?
8. What kind of games, hobbies or amusements does he enjoy?
9. What is the relationship between him and his siblings?
10. Are there any home or other environmental conditions that make for tension, worry or uncertainty?

PARADE - Interviewer Rating Scale

Name of Student_____ Interviewed by_____

Parent(s) Interviewed_____Date_____

Check position on five-point scale.

1. How adequate is the student's physical care? (food, clothing, medical and dental care)
   Poor_____:_____:_____:_____:_____Superior
2. What appears to be the student's status in the home?
   Rejected____:_____:_____:_____:_____Accepted
3. To what extent does the student appear to have adjusted to previous school experience?
   Poor_____:_____:_____:_____:_____Superior
4. To what extent does the student appear to be a socially well-adjusted individual?
   Poor_____:_____:_____:_____:_____Superior
5. Do there appear to be conditions that make for worries, fears, anxieties or tensions within the home situation?
   None_____:_____:_____:_____:_____Strong Evidence

Comments:

_____

_____

_____

_____

_____

PARADE

Parent's Rating of Student

Student Name_____ Date_____

Draw a circle around one of the four figures. 1 means high, 2 means average, 3 means low, and ? means you are not sure.

						Comments
1.	**Health**					
	1	2	3	?	General health	
	1	2	3	?	Eyes	
	1	2	3	?	Free from colds and sickness	
	1	2	3	?	Ears	
	1	2	3	?	Strength	
	1	2	3	?	Sleep habits	
2.	**Social**					
	1	2	3	?	Has wide circle of friends	
	1	2	3	?	Kind and thoughtful with others his age	
	1	2	3	?	Can depend on him	
	1	2	3	?	Shares with others	
	1	2	3	?	Polite	
3.	**School**					
	1	2	3	?	Takes part in school activity	
	1	2	3	?	Popular at school	
	1	2	3	?	Interested in school	
	1	2	3	?	Does school work well	
4.	**Mental**					
	1	2	3	?	Intelligent	
	1	2	3	?	Directs himself	
	1	2	3	?	Ability in art or music	
	1	2	3	?	Ability with machines	
	1	2	3	?	Talks well	
5.	**Emotional**					
	1	2	3	?	Happy	
	1	2	3	?	Calm	
	1	2	3	?	Tells the truth	
	1	2	3	?	Free from nervous habits	
	1	2	3	?	Can appreciate a joke	
	1	2	3	?	Tries to accept his own shortcomings	
6.	**Work Habits**					
	1	2	3	?	Works hard	
	1	2	3	?	Orderly and neat	
	1	2	3	?	Works well alone	
	1	2	3	?	Works well with others	
7.	**Home**					
	1	2	3	?	Does chores willingly	
	1	2	3	?	Relates well with brothers and sisters	
	1	2	3	?	Talks freely about outside activities	
	1	2	3	?	Discusses problems easily	

Check the point on the scale that best describes the discipline in your home.

Strict_____Permissive

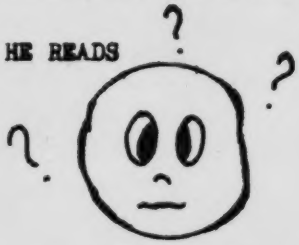
PARADE - PARENT INFORMATION AND PERMISSION

_____
School

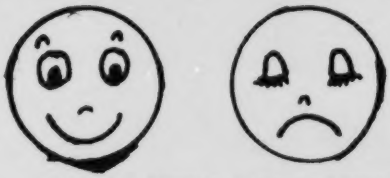
Dear Parent,

School District 20, through a Title III ESEA project, is directing efforts toward meeting the needs of new students in our district. Our goal is to assure maximum social and academic progress in the new school situation for each student, in terms of his individual needs and abilities. When each student registers he is given tests to determine.....

HOW WELL HE READS



and



HOW HE FEELS ABOUT HIMSELF AND ABOUT SCHOOL IN GENERAL.

Should these screening devices indicate a need for further evaluation, various tests are administered by qualified school personnel. These instruments help to determine the nature and extent of the difficulty and to plan how the school can best help the student. He may receive special instruction in reading skills or in developing visual or auditory abilities for more efficient school learning. Efforts may be needed to help him build a feeling of his own worth as an individual.

Your signature below indicates your willingness to authorize diagnostic testing and to visit the school if special instructional procedures are needed. Please detach and return to your child's school.

.....

I hereby grant permission for the Air Academy School District to make a diagnostic study of _____'s learning needs and
Child's Name
to administer all appropriate tests.

_____ _____
Date Parent or Guardian Signature

_____
Address

_____
Phone

PARADE

Individual Analysis of Learning Abilities

Name_____ Date_____ School_____ Birthdate_____
Grade_____ Age_____

Learning Aptitude_____

_____
(Indicate test used and summary of results)

Informal Reading Inventory

School Grade	Chron. Age	Ave. Oral Rdg.	Ave. Silent Rdg.	Word Recog-nition	Compre-hension	Instruc-tional Level
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
Pre						

Reading Expectancy_____
Level_____
Retardation____
Self Concept Percentile____

Recommended Placement:
Reading Lab_____
Learning Lab_____

Designate scores in terms of grade equivalents.
Specify test(s) used:_____

Summary of Difficulties __ - Weakness __ + Strength
__General: __Reversals __Omissions __Repetitions __Hesitations
__Substitutions __Insertions __Punctuation
__Word Analysis, phonetic: Consonants Vowels
Comments:_____ __Initial __Variants __Short __Dipthongs
_____ __Final __Blends __Long __Silent
__Word Analysis, structural: __Plurals __Compound Words __Accent
__Syllabication __Prefixes __Suffixes __Possessive __Endings
__Contractions Comments:_____
__Mechanical: __Pointing __Volume __Vocalization __Head Moving
__Comprehension: __Spontaneous Recall __Recall of Details
__Uses Context __Main Idea __Interpretation
Comments:_____

Other Diagnosis (Check recommendations.) Results (Attach reports when applicable.)
Learning Style (ITPA, Valett, other)

_____
Visual Motor Development
Visual Survey (Telebinocular)
Visual Perception
Speech Analysis
Auditory Acuity
Auditory Perception
Psychological Evaluation
Medical Examination
Nature:
_____

Objectives - Use succeeding pages to list long and short term objectives, stated in behavioral terms. Include specific methods and materials suggested for their accomplishment.

It is essential that school districts arrange a system for making reports and recommendations concerning the placement and training of each new student. The form District #20 has used is outlined below. It was designed to include all basic information about an individual student.

PARADE - New Student Record Form

Name_____ Birthdate_____ School_____
Date_____ Age_____ Grade_____
Address_____ Phone_____

Step I - Initial Screening

A. Nelson or Nelson-Denny Reading (Record grade equivalents.)

Vocab.	Comp.	Rate	Total

B. PARADE Learner Self Concept Inventory Raw Scores

1	2	3	4	5	6	Total	Percentile

Problems, low factors noted:_____

C. Parent Rating (General):_____

D. Interviewer:_____ Comments:_____

E. Summary of suggestions for helping student:_____

Step III - Placement
___1. In regular school program
___2. In self concept group
___3. Further analysis (If this item is checked continue below.)

Step II - Individual Analysis of Learning Abilities

A. Parental testing permission signed?___(Attach form.)

B. Tests given:_____ Staffing _____(Date)
Present_____

C. Summary of recommendations:_____

Step III - Placement
__Regular school program __Sp. Ed. (SLIC)__hours per week
__Speech__hours per week __Sp. Ed. (P&C)__hours per week
__Reading Lab.__hours per week __Sp. Ed. (EB)__hours per week
Parental permission for special placement signed?__(Attach form.)

Step IV - Prescriptive Training (See PARADE Individual Analysis of Learning Abilities with behavioral objectives.)

Step V - Results or concurrent steps

A. Nelson or Nelson-Denny Reading

Vocab.	Comp.	Rate	Total

B. PARADE Learner Self Concept Inventory

1	2	3	4	5	6	Total	Percentile

C. Rating of Classroom Teacher(s)
Academic_____
Behavior_____

D. Parent Rating
Of PARADE program_____
Of special instruction_____

E. Evaluation completed by:_____(Name)_____(Date)

F. Summary of Recommendations for Future Placement and/or Training:

PARADE - TITLE III ESEA
NEW STUDENT REFERRAL

Name_____ Referring teacher_____

Date_____ Position_____
(grade level and/or subject)

Date of enrollment_____ School_____

Check any phrases that apply to this student.

Academic

____Does not work well independently
____Does not complete assigned work
____Does not start work promptly
____Excessive absences
____Does not show interest in class
____Does not contribute in class
____Written work of poor quality
____Lacks foundation of skills necessary for this course

Classroom behavior

____Unusually agressive, hostile
____Does not accept authority
____Does not relate well to peers
____Does not relate well to adults
____Unusually shy, fearful
____Appears tense or anxious
____Hyperactive
____Lethargic

Briefly describe the reason for referral to the Diagnostic-Reading Center.

_____

_____

_____

_____

_____

_____

PARADE

SEQUENTIAL READING SKILLS

The following outline summarizes the research done by the Title III Project Planning Staff. Its format represents the conviction that "mastery" of a specific skill is attained through its use in increasingly difficult or complex reading activities. The development of the objective below illustrates this principle:

Category - Literal Comprehension

The student will demonstrate comprehension of the literal meaning of written words as evidenced by.....

increasing length and difficulty of selection →

increasing complexity ↓

answering a question related to a given story.
locating
selecting
recalling a specified number of facts contained in a given selection.

composing a title suitable to material read.

selecting
recalling
paraphrasing
explaining the main idea of a given sentence...paragraph...selection.

finishing incomplete sentences taken from a reading selection with words chosen from a list.
located in the context.
recalled.

arranging
locating
recalling the order of events described in the selection.

relating a specific number of facts after reading reference matter on the topic.

Outline

I. Category - Phonetic Analysis

The student will be able to associate printed symbols with sounds as evidenced by correct pronunciation of ...

Consonants - beginning - ending - medial
consonant blends - 2 letter - 3 letter
consonant digraphs
consonant variants
Vowels
short
long
digraphs dipthongs schwa silent letter combinations

II. Category - Structural Analysis

The student will demonstrate his recognition of the basic structure of language as evidenced by correctly analyzing the structure of.....

plurals
compoung words
contractions
base words and endings
possessive forms
base words and prefixes
base words and suffixes
words of more than one syllable
syllabication patterns
accented syllables
abbreviations
hyphenated words
common word patterns

III. Category - Vocabulary
The student will demonstrate proficiency in reading and using written words as evidenced by his attainment of a specified level of accomplishment with.....

immediate recognition of most frequently used words (sight vocabulary).
words with related meanings.
figurative language...
hyperboles.
metaphors
similes.
words with related meanings.
multiple meaning words.
use of context in word identification.
formal and informal language.
antonyms.
homonyms.
colloqualisms.
derivations of words.
abstract words.

IV. Category - Comprehension
The student will be able to understand the meaning of written symbols as evidenced by demonstrating a specified degree of competency in comprehensive skills.

A. Literal
specific information - details - to prove a point
main idea
organizing a sequence

B. Interpretive
relating pictures and story facts
recognizing emotional attitudes
identifying cause and effect relationships
observing characterization
making inferences
forming sensory images
predicting outcomes
relating ideas to past experience
following printed conversation

C. Critical

Comparing and contrasting stories

Distinguishing fact and opinion - detecting bias

Distinguishing fact and fantasy

Recognizing author's technique

Recognizing author's purpose, feelings

Judging unverified statements - verifying accuracy

Recognizing satiric writing

Judging relevancy

V. Category - Study Skills

Reading skills are not limited to "learning to read". They include the techniques involved in "reading to learn".

The child will be able to acquire and utilize information from written material as demonstrated by his attainment of a specified level of competency in specific study skills.

Following directions

Using references

Parts of a book: title, title page, copyright page, acknowledgments, preface, table of contents, chapter and sectional headings, index, glossary, footnotes, appendix, bibliography

Dictionary

Encyclopedia

Newspapers

Almanac

Thesarus

Telephone directory

Tables and schedules

Selecting materials that are pertinent to the problem

Alphabetizing

Using pictorial and graphic materials: maps, globes, diagrams, graphs, charts

Organizing information

Summarizing

Classifying

Note taking

Outlining

Preparing bibliographies

Skimming

Adapting reading style to reading purpose

PARADE TITLE III ESEA

Statistical Evaluation

Forms were devised to enable the Project Director to compile data to be used in the evaluation of the Title III ESEA project during its two operational years. Page 37 details the records kept by teachers at each of the district's schools. Page 38 is the completed summary of the statistical information collected for evaluation of the program during the 1973-74 school year. Additional records contained information regarding students whose initial screening suggested a need for further analysis and some form of prescriptive training. Information used in this aspect of the evaluation is outlined below. Numbers listed apply only to PARADE's 2nd operational year.

I. Students Receiving Individual Analysis	Total Number	Per Cent	PARADE Objective Criteria
A. Students referred for analysis- - - - - - -	346	*37%	*Est. 25%
B. Students for whome analysis was begun within two weeks- - - - - - - - - - - - - - -	326	**94%	**100%

*of total number screened
**of total number referred for analysis

C. Number of school days necessary for completion of Individual Learning Abilities Analysis:

Minimum 0-1 Maximum 20 Average 2.5
(0 if pre-school.)

Number of school days necessary for complete psychological evaluation accomplished by district personnel:

Minimum 0-1 Maximum 20 Average 8

II. Student Special Placements - Numbers	Elementary	Secondary	Total
A. In Reading Laboratories - - - - - - - -	39	51	90
B. In Sp. Ed. (P&C) Resource Rooms - - - -	106	83	189
C. Both Reading and P&C- - - - - - - - - -	30	30	60
D. Self Concept Group Only - - - - - - - -	10	11	21
E. Special Instruction and S.C. Group- - -	18	12	30

III. Evaluative Statistics - End of Term (maximum two full semesters of district enrollment in special placement: i.e. reading laboratory, P&C resource room, or self concept group)

	Total	Per Cent	PARADE Objective Criteria
A. Number of students retested- - - - - - - -	*178		
B. Number achieving goal on reading test- - -	141	79%	80%
C. Reading score no more than two months below grade level- - - - - - - - - - - - - -	107	60%	75%
D. PLSCI score at or above 20th percentile- -	141	79%	90%
E. Placement in regular program recommended after special instruction for maximum of two full semesters -	114	64%	75%

*Twenty-three students left the district before their progress in special instructional classes was evaluated. Thirteen others arrived late in the fall or after the beginning of the second semester, and their progress did not warrant retesting or consideration of their dismissal from special instructional programs.

PARADE - Information for Program Progress Summary

Include all students screened or referred

Report Date_____
Due last week of school year.

School:_____
Specialist Preparing Report:

_____

Initial Information						Extent of Analysis											Placement (Include Date Accomplished)													Withdrawal Information (Include Date)			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		24	25	26	27	28	29	30	31	32	33	
Student Name	Grade	Date Screened	Regular Program	Reg. Prog. & Self Con. Dev.	Analysis Rec.- Reading Def.	Date & Source of referral (if not screening)	IRI	Slosson	ITPA	Valett or Motor	Telebinocular	Visual-Motor	Frostig	Psych. Eval.	Aud. Acuity	Speech Anal.	Other *Note	Date Analysis Complete	Parent Conf.	Parent Permis.	Staffing	Recommended: Medical	Visual	Other*Note	Assigned to RL	Assigned to P. or C.	Classroom with Special Assist.	Self Con. Grp. EB	Dev. Class only	Assigned to SLI	Assigned to Speech	To Reg. Program	To Other Sp. Ed. *Note	Left District	Notes

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PARADE TITLE III ESEA - PROGRAM PROGRESS - SUMMARY

Statistical Evaluation Information 1973-74 School Year

	Elementary 3-6	Junior High	Senior High	District Total	District PerCent	PARADE Objective Criteria	Individual School Statistics
1. Students Registered	434	341	225	1000	-	-	
2. Students Screened	434	339	152	925	93%	100%	
3. Students Screened Within 2 School Days of Enrollment	412	339	121	872	87%	98-100%	
4. Regular Placement; No Analysis or Special Program	256	193	101	550	-	-	
5. Regular Placement & Self Concept Development	29	11	15	55	-	-	
6. Recommended for Self Concept Development	59	23	25	107	12%	18-22%	
7. Identified for Further Analysis (reading deficiency)	152	137	51	340	34%	25-30%	
8. Identified as Possible Reading Problem, Placed in Regular Program After Analysis	68	50	42	*160	47%	15-20% (Of Line 7)	
9. Placed in Regular Program (Line 4 plus Line 8)	324	243	143	710	-	-	
10. Placed in Regular Program, Subsequently Referred for Analysis	25	6	10	41	6%	Max. 10% (Of Line 9)	
11. Students From 10 Above, Referred, Returned to Regular Program After Analysis - No Special Recommendations	4	2	0	6	-	-	

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*Many high school students had to be placed in the regular program because the necessary special help classes were not available.

Total Number of Students Remaining on Enrollment until Expiration of New Student Classification: 690

End of Year Evaluation Statistics	Elementary		Junior High		Senior High		Entire Dist.		District %	Objective Criteria	Individual School Statistics
	Total Resp.	Met Goals	Total Resp.	Met Goals	Total Resp.	Met Goals	Total Resp.	Met Goals			
Academic											
Nelson or Nelson Denny Reading Test	381	281	280	232	105	76	766	589	77%	90%	
Teacher Rating (4 or more on scale)	357	295	276	223	92	66	725	584	81%	90%	
Parent Rating (1 or 2 on scale)	323	277	210	185	28	26	561	488	87%	90%	
Self Rating (Part 6 LSCI Higher or Unchanged)	380	265	276	150	102	74	758	489	65%	90%	
Self Concept											
Score on LSCI 20th percentile or above	380	319	278	243	102	86	760	648	85%	90%	
Teacher Rating (10 or below)	357	338	276	255	191	179	824	772	94%	90%	
Parent Rating (Average 2 or below on scale)	319	310	209	199	28	28	556	537	97%	90%	
Parent Rating of Title III Program (2 or below on scale	321	310	208	198	28	28	557	536	96%	80%	

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PARADE

NEW STUDENT PROGRESS REPORT

For Classroom Teachers -Elementary: Reading and Social Studies
-Secondary: English and Social Studies

Name of Student _____ Date _____ Subject _____ Teacher _____

I. Academic Progress

A. How would you rate this student in terms of his attainment of your objectives for him in this course?

Very Low	Low	Below Average	Average	Above Average	High	Very High
1	2	3	4	5	6	7

B. Have you noticed any particular problems related to this student which are detrimental to success in this subject?

_____Repeated failure to finish assigned work

_____Inability to listen to explanations

_____Careless written work

_____Apparent lack of interest

_____Frequent absences

_____Does not take part in or contribute in class

_____Other (Please specify.)

_____

II. Classroom Relationships

Please rate this student in terms of average classroom behavior.

Does he have an abrasive nature (irritates or upsets others)?
1. Never_____ 2. Occasionally_____ 3. Often_____

Is he unusually quiet?
1. Never_____ 2. Occasionally_____ 3. Often_____

Is he unusually loud or noisy?
1. Never_____ 2. Occasionally_____ 3. Often_____

Is he unusually sensitive to remarks or looks of classmates?
1. Never_____ 2. Occasionally_____ 3. Often_____

How does he affect the classroom atmosphere?
1. Positively_____ 2. No affect_____ 3. Disturbing_____

III. Comments

_____

_____

_____

_____

PARADE

Parent Program Evaluation

School_____

Dear Parent,

Your child, _____, is registered in District #20's Title III ESEA New Student Program. The goal of this program is to assure maximum social adjustment and academic progress for students entering a new school situation. We would appreciate your assistance in helping us to evaluate this program. Please respond to the following questions and return the form to your child's school before_____.
(Date)

Name of Student_____ School_____

Grade_____ Date_____

Circle the number of your response:

1. In view of your understanding of your child, how did you anticipate his adjustment to a new school?
   1. He would have no difficulty adjusting.
   2. He would have some difficulty.
   3. He would find the adjustment extremely difficult.

2. How would you describe his adjustment in terms of your expectations?
   1. Easier than expected.
   2. About what expected.
   3. More difficult than expected.

3. How would you judge the District's efforts to evaluate and place new students in the school program?
   1. Very helpful 2. Somewhat helpful 3. Of little value

4. How would you rate your child's performance in the following areas? Compare with previous performance.
   Academic: 1. Improved 2. No change 3. Worse
   Attitude toward school: 1. Improved 2. No change 3. Worse
   Social behavior: 1. Improved 2. No change 3. Worse

Is your child receiving any special instruction through the Title III Program?_____ If yes, is this instruction....1. Very helpful?
2. Somewhat helpful? 3. Of little value?

Comments: _____

_____

_____

_____

PARADE

Pre Training Inventory

_____ Instructor in _____

Name Subject matter responsibility

Following are several descriptive phrases to be rated. There are no right or wrong answers; mark them according to your first impression about the item.

The Child Who Has Trouble Reading

My Experience with this Problem

low____:____:____:____:____:____:____:____high

My Knowledge About this Kind of Problem

insufficient____:____:____:____:____:____:____:____sufficient

My Skill in Dealing with this Problem

inadequate____:____:____:____:____:____:____:____adequate

Myself as a Teacher with this Kind of Problem

incompetent____:____:____:____:____:____:____:____competent

The Behavior-Problem Child

My Experience with this Problem

low____:____:____:____:____:____:____:____high

My Knowledge About this Kind of Problem

insufficient____:____:____:____:____:____:____:____sufficient

My Skill in Dealing with this Problem

inadequate____:____:____:____:____:____:____:____adequate

Post Training Inventory

The same inventory can be given as a post training inventory with the addition of these items. Participants are to check as many as apply.

I feel that this workshop

____added to my theoretical knowledge about learning problems.

____did not add to my theoretical knowledge.

____added to my practical knowledge of what to do about learning problems.

____did not add to my practical knowledge.

____other (Please explain.)_____

A few months after the workshop, participants may be asked to complete this.

Post Training Rating Scale

_____ _____ Instructor in _____

Name Date Subject Matter Responsibility

Please respond to the following statements by marking a position on the continuum below it:

1. I believe that my experience in the pre-school workshop on learning problems has proved to be very helpful.

NO No no yes Yes YES

2. I have been expected to do too much work as a result of my participation in the workshop on learning problems.

NO	No	no	yes	Yes	YES

3. I believe that the assistance given me in my classroom by Reading and Educational Specialists has been very helpful.

NO	No	no	yes	Yes	YES

4. I am able to use prescriptive techniques in working with children with learning problems in my classroom most of the time.

NO	No	no	yes	Yes	YES

5. I have found the diagnostic information and recommendations received from PARADE regarding specific children to be very helpful.

NO	No	no	yes	Yes	YES

Assigning a value of 1-6 for each point on the scale from left to right will yield a quantitative measure for each item. Analysis of responses to each item can be used for internal evaluation of PARADE's total inservice program.

Guidelines for Planning a Diagnostic Reading Center

by

Parade

Projects Advancing Reading Achievement
through Diagnostic Evolvements

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1971

School District Number Twenty

United States Air Force Academy, Colorado 80840

A Title III ESEA Project

Consequent to the preparation of this report the Research and Studies Committee of the Colorado Council of the International Reading Association selected School District Number 20 to receive the award of OUTSTANDING in 1973. The award was presented in honor of outstanding educational research in the area of reading improvement.

PREFACE

In May, 1971, under a Title III ESEA grant, members of School District 20's PARADE staff undertook the task of studying diagnostic and reading centers throughout the area and the country. Our objective was to formulate guidelines which could be adapted and used by our own and other districts in attaining the goal stated by the U.S. Commissioner of Education that "...by the end of the 1970's the right to read shall be a reality for all."[1] If your district believes, as ours does, that too many of your children are not achieving success in reading, that inability to read effectively limits success in other areas of learning, and that you must concentrate efforts on attacking reading deficiencies, then you will find the information in this guide to be of value to you.

This report is the result of visits and communication with twenty-three centers. Our sincere appreciation is extended to the many directors, teachers and staff members of the following centers who gave time and effort to assist in the study:

Mr. Colin Conway, Title I ESEA, Arapahoe County School District 6, Littleton, Colorado

Ms. Viola Martin, Reading Clinic, Northeast Missouri State College, Kirksville, Missouri

Ms. Margaret F. Willson, Reading Clinic, University of Pennsylvania

Ms. Beulah M. Stanley and Ms. Ginny Mickish, The Right Match in Learning (Title III ESEA), Boulder Valley School District, Boulder, Colorado

Mr. Norman Higgs, Ms. Frylock and Ms. Merry, Reading Enrichment (Title III ESEA), Park School (Title I ESEA), School District 9-R, Durango, Colorado

Ms. Dorothy Kendall Bracken, Reading Clinic, Southern Methodist University, Dallas, Texas

Ms. Grace Manning, Okaloosa County, Fort Walton Beach, Florida

Ms. Eleanor Wier, Colorado College Reading Clinic, Colorado Springs, Colorado

Mr. Ed Ronayne, Emotionally and Perceptually Handicapped Children (Title III ESEA), Poudre School District R-1, Fort Collins, Colorado

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Mr. Don Sanders, Child Study Center (Title III ESEA) (Title I ESEA) (EPDA), Routt County School District RE-1, RE-2 and RE-3 (J), Steamboat Springs, Colorado

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Mr. Jim Stout, Learning and Diagnostic Center, Colorado Springs
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CONCLUSIONS AND PREMISES

The questions asked and the information obtained from the sources listed have led to the following general conclusions regarding the establishment of a reading center and its function within a public school program:

1. To be effective, a reading diagnostic center must function as an integral part of the total school program, not as an isolated unit.

   a. Center personnel should serve in a resource capacity, providing suggested methods and materials based on current research and practice with which to assist teachers in the implementation of the most effective developmental reading program for every student.

   b. Cooperation and communication between classroom teachers and specialists must be built into the program structure, not left to chance nor merely recommended.

2. The reading diagnostic center must be prepared to deal with reading problems at all levels and degrees of severity. To accomplish this it must be capable of providing:

   a. Thorough analysis of each student's strengths and weaknesses.

   b. Prescriptive programs that will enable each student to become able to function within the classroom.

   c. The necessary assistance in the form of personnel and materials for the implementation of the prescribed programs.

3. The philosophy and personal effectiveness of all personnel involved in a special learning program are essential to the program's success. The personal attributes most frequently mentioned were:

   a. Belief in the child as an individual whose special needs must be met in the school program.

   b. Willingness to change from traditional teaching styles and experiment with innovative techniques.

   c. Ability to establish and maintain rapport with children, parents and co-workers.

   d. Enthusiasm.

   e. Desire and courage to be accountable.

4. The center's program must be structured to provide means for continuous evaluation of the progress of individual students and the success of the total program.

ADMINISTRATIVE GUIDES IN ESTABLISHING A READING CENTER

The following outline incorporates the most frequently mentioned recommendations of experienced personnel. It presents an explicit guide for consideration in focusing an attack on reading problems.

I. Determine needs

A district-wide survey of reading achievement must be a primary step in determining the overall needs for special diagnostic and remedial services.

Many studies have attempted to approximate the number of children in our public schools who do not reach their potential in reading achievement. Dechant states that 25% are reading below ability.[2] Frierson has found that 10-15% of public school children have specific learning disabilities.[3] In a monograph issued by the Office of Education the authors found that 75-90% of all children learn to read effectively without assistance outside the regular classroom, 9-20% need specific help which can be provided by reading specialists working with individuals or small groups, and 1-5% need more technical diagnosis and treatment for severe disabilities.[4]

II. Assess available resources

The foundations for a reading diagnostic center may already exist if resources are known and can be utilized to maximum advantage within the structure of a carefully planned program. Determination should be made of the existence and availability of such resources as:

A. Special reading teachers - Many schools employ remedial or corrective reading teachers who operate within individual schools without provisions for coordination of efforts or sharing of ideas and supplies.

B. Special equipment and supplies on hand.

C. District staff members such as guidance counselors, nurse or school psychologist who could offer services in the reading program.

D. City, county, or state public health resources.

E. College or university programs.

F. Private reading and tutorial agencies.

G. Local, state, and federal provision for special education programs.

H. Professional services which could be contracted by the center or recommended and provided by parents.

1. General and special medical
2. Psychological, mental health
3. Visual specialists
4. Audiologists
5. Military-Champus programs for eligible persons

I. Regional Boards of Cooperative Services

1. Services provided
2. District access to services

J. Library facilities - public and school

K. Community service organizations

III. Structure the Program

A. Personnel

1. Director

It is generally agreed that one person should be charged with coordinating activities included in a district-wide diagnostic center. Of the centers responding, most believed that the services of a part-time director adequately served up to 200 students (The number which typically need special help in a student population of 800-2,000)*. Full time directors served centers with total case loads of 150-700 students per year.

a. Qualifications
The philosophy (see p.2, No.3) of the director and his ability to work with people is vital to the success of the program. Classroom teaching experience is regarded as essential as well as specialized training and experience in reading diagnosis and methods. A background in business and/or school administration might be helpful but not necessary. Also mentioned as desirable was acquaintance with the fields of guidance, sociology and psychology.

b. Responsibilities

The primary responsibility of the director was believed to be <u>coordinating</u>:

(1) the activities of the staff.

(2) with administrators of individual buildings.

It should be the director's responsibility to plan, or assist in planning, workshops and training sessions for the district, individual schools, parents, and staff members.

Another important function of the director is to make available new methods and materials and encourage their use. He is responsible for the structure of the program, for scheduling, and for maintaining the records that permit continuous evaluation of the program's success. Other duties would depend on the individual design of the program and the time available.

2. Clerical Assistance

The value of clerical help was stressed by respondents. Part-time assistance might be adequate in centers serving approximately 100 students, with more than one full-time assistant required if more than 400 students are to be served by the center. This position should be regarded as an aide in the performance of the director's duties, <u>not</u> as a teacher-aide.

*See Section I

3. Reading Specialist

The recommended number of reading specialists needed is three or four for every 1,000 student population if the case load is not to exceed 50 students per year per specialist. Because of the need for close communication with classroom teachers, every effort should be made to assure that a reading specialist need not divide time among several buildings.

a. Qualifications: State certification requirements should be considered in determining specific qualifications for individual districts. In order of priority the directors of the centers responding listed the following:

(1). Successful classroom experience
(2). Bachelor's Degree
(3). Training in remedial reading, psychology, and learning disabilities
(4). Master's Degree

b. Responsibilities
(1). Assist classroom teachers in assessing reading skills and recognizing reading deficiencies.
(2). Assist classroom teachers in prescription and with techniques and materials for correcting specific problems and improving overall reading program.
(3). Work with small groups of no more than 6 - 8 students in terms of needs, capacities, and interests of the group.

4. Educational Specialist - **PARADE uses this term to designate the teacher of students with learning disabilities.**

Based on the assumption that 1-5% of the student population will require technical diagnosis and treatment for severe disabilities, a comprehensive reading program should provide for the services of two educational specialists for every 1,000-1,500 students in the district.

a. Qualifications

The preferred qualifications for this position are similar to those for the Reading Specialist. The position refers to the teacher who works with more severe learning problems, and therefore has need for a background in specific techniques of diagnosis and remediation.

b. Responsibilities

(1). Assist in the diagnosis of student strengths, weaknesses, and learning styles.
(2). Prescribe specific programs to be followed in terms of individual diagnosis.
(3). Provide individual and small group instruction in groups of no more than 2-5 students.
(4). Assist Reading Specialist and classroom teachers in following prescribed remediation.

5. Teacher Aides

Only 50% of the centers responding made use of teacher aides in their programs, but more believed that non-certified personnel could be of value. Consideration might be given to the use of student tutors and volunteer workers in these positions. An aide must work under the close supervision of the teacher and can provide the one-to-one relationship desired in many learning situations as well as assist in the preparation and organization of materials. Training for both aides and certified teachers is recommended for the effective use of non-professional services.

6. Other Personnel

Many of the services reported as essential or desirable in a reading center are provided by specialists representing a variety of disciplines. A small district, unable to incorporate many of these professionals as staff members, could contract for services as needed. The professionals mentioned as valuable to the center's operations were:

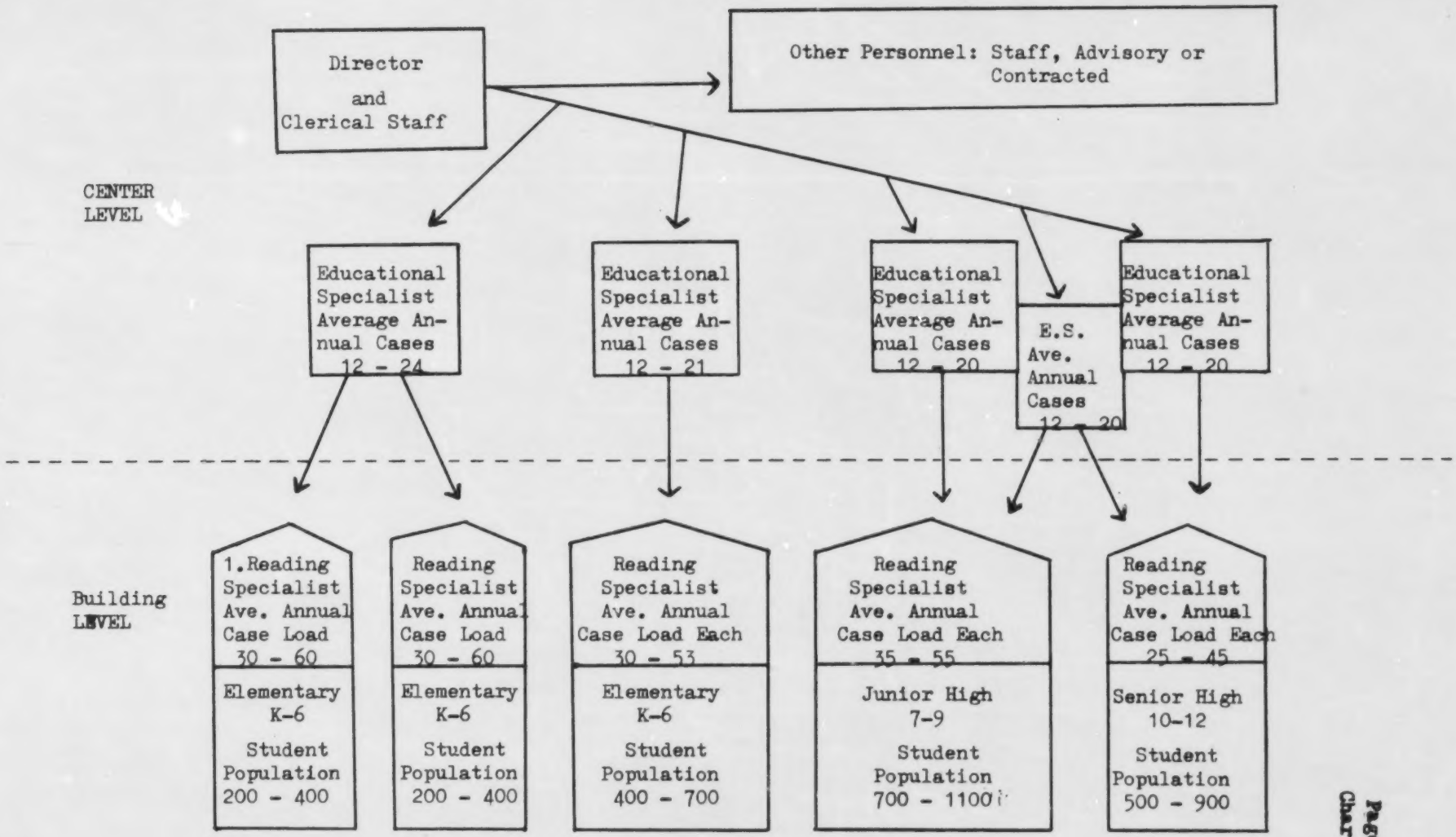
a. Psychologist
b. Physician
c. Social Worker
d. Visual Specialist
e. Audiologist
f. Speech correctionist
g. Motor specialist

7. Formula for determining staff personnel needed:

Position	Student Population
Director	
Part-time	to 2,000
or	
Full-Time	2,000-7,000
Reading Specialist	1 per 200-400
Educational Specialist	1 per 400-700

The chart on the following page outlines personnel needs.

PROJECTED SPECIALIZED PERSONNEL - BASED ON STUDENT POPULATION


Director and Clerical Staff
Other Personnel: Staff, Advisory or Contracted
CENTER LEVEL
Educational Specialist Average Annual Cases 12 - 24
Educational Specialist Average Annual Cases 12 - 21
Educational Specialist Average Annual Cases 12 - 20
E.S. Ave. Annual Cases 12 - 20
Educational Specialist Average Annual Cases 12 - 20
Building LEVEL
1. Reading Specialist Ave. Annual Case Load 30 - 60
Elementary K-6
Student Population 200 - 400
Reading Specialist Ave. Annual Case Load 30 - 60
Elementary K-6
Student Population 200 - 400
Reading Specialist Ave. Annual Case Load Each 30 - 53
Elementary K-6
Student Population 400 - 700
Reading Specialist Ave. Annual Case Load Each 35 - 55
Junior High 7-9
Student Population 700 - 1100
Reading Specialist Ave. Annual Case Load Each 25 - 45
Senior High 10-12
Student Population 500 - 900

OTHER PERSONNEL INVOLVED AT BUILDING LEVEL: BUILDING PRINCIPALS, ASSISTANT PRINCIPALS, P.E. SPECIALISTS, GUIDANCE COUNSELORS

Page 7
Chart 1

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B. Selection of Students

1. Grade-level priority

Heilman[5] and Frierson[6], among other specialists in learning and reading problems, agree with many of the respondents to this survey that early detection of potential difficulties could permit comparatively easy correction or prevention of reading failures. Therefore most of the centers responding gave priority to the lower grades, with some recommending that analysis of learning abilities begin in the preschool years. It is our belief that the specialists involved in a reading center should adopt the eventual goal of a developmental reading program so effective for all children that success would be assured. To that end the center will attempt to assist classroom teachers, especially those in the primary grades, in the application of research findings, improved methods and materials and adapting programs to individual learning styles.

However, until this goal is reached, we will continue to find children in all grades whose reading difficulties have been undetected, undiagnosed, or untreated. The immediate goals should be thoroughly analyzing those students' strengths and providing a program that will enable them to function in the classroom as soon as possible or for as much of the school day as possible.

2. Referral-Diagnosis

The educators contacted in this survey were asked to comment on the referral and diagnostic processes. They emphasized the principles that:

Diagnosis must be viewed as beginning with the initial referral and continuing through teatment and evaluation.

A diagnosis should be as extensive or as limited as necessary to determine and provide for the special needs of the individual. It should involve those persons, and only those persons, who can assist in accomplishing this goal.

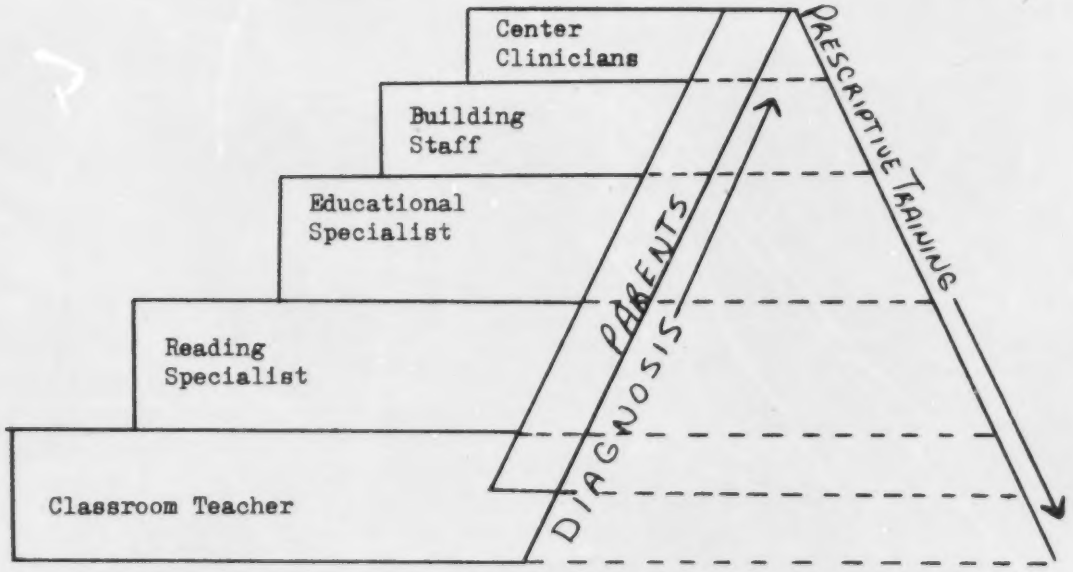


Chart 2

Chart 3 - THE DIAGNOSTIC PROCESS

Task	Person(s) Responsible	Means of Accomplishment	Projected Results
Building Level			
Initial Referral	Classroom Teacher	Reading Achievement Test Scores Teacher test for information about general reading skills, instructional reading level, specific skill deficiencies Recorded observations of reading patterns, behavior, attitudes	Provide appropriate materials and methods in terms of needs Consult with reading specialist
Analysis - Recommendations	Reading Specialist	Informal Reading Inventory Estimate of Potential	Assist classroom teacher in planning corrective activities in classroom Arrange individual or small group instructional periods out of classroom Consult with educational specialist
Involve parents Inform school principal	Classroom Teacher Reading Specialist Educational Specialist (one or all)	Conferences at school Home visits School records Exchange of information	Recommendations for home and school training procedures Approval for further diagnostic procedures
Building and Center Level			
Screening for specific disabilities	Educational Specialist	Visual analysis (such as preliminary telebinocular), stereostat Tests of visual, auditory motor, language, conceptual abilities as necessary	Assist classroom teacher and reading specialist in providing appropriate materials Arrange individual or small group instructional periods outside of classroom
Building Staffing	Building Principal with E.S., R.S., classroom teachers (including music, P.E., others who have worked with child), school nurse	Exchange of information based on available information: records, testing Review of corrective procedures tried	Recommend Building Staffing Determine and assign responsibility for corrective activities in classroom and small groups Request further analytical procedures

Chart 3 - THE DIAGNOSTIC PROCESS, continued

Task	Person(s) Responsible	Means of Accomplishment	Projected Results
Center Level			
Extensive Analysis	Director of Reading Center with Educational Specialist and other professionals [1]	Tests - consultations as necessary[2]	Recommendations for prescriptive training
Staffing	Director - with E.S., R.S., teachers, principals and representatives of other disciplines	Staff analysis of reports of all tests and examinations given	Recommendations and provision for special placement Ind. prescription and plan for implementation Specific plan of action with responsibilities assigned, delineated and scheduled Evaluation, follow-up procedures scheduled and assigned

[1] The professional persons suggested by survey respondents were:

Psychologist
Physician (Specialist)
Social Worker
Audiologist
Speech correctionist
Motor Specialist
Occupational therapist

[2] The procedures reported in the survey in approximate order of frequency of use were:

Visual analysis
Hearing analysis
Individual intelligence tests, psychological projective measures
Family and developmental history
Medical case history and physical examination
Extensive analysis of motor skills
Tests of language, linguistic abilities
Student interest inventory
Speech analysis

The diagnostic process should always be the basis for recommendations for instruction and/or special placement. Many of the centers studied could make placement in special education classes for mentally retarded, emotionally disturbed, perceptually handicapped, orthopedically handicapped, and deaf or blind centers.

Of the centers reporting, 20% required that intelligence be average or above if the child is to be selected for training in special classes. 20% required that the child should not be severely emotionally disturbed nor have a physical impairment which might preclude progress in a special class. The currently advocated practice is to place all children in regular classrooms if at all possible, or for as much of their school day as possible, with special help directed toward remediating their difficulties, and helping them achieve to the limits of their capabilities.

C. The Training Program

1. Group Size

The number of children assigned to each instructional group will naturally vary according to individual needs and the nature and severity of the problems. Chart 4 depicts the responses of the directors when asked the most generally effective class size of a special instructional group under the direction of one teacher:

Chart 4

Size of group	2-5	1	6-10	More than 10
% of Responding Centers Favoring	40%	34%	13%	13%

It was concluded that provision must be made in the training program for 1-1 instructional relationships.

2. Time allotments

The centers reporting work with children in special classes for an average of 3 hours per week. Directors stated that better results could be achieved if each child could spend six hours a week in special classes. The recommended class sessions lasted from 30 to 45 minutes, or an hour for students at the secondary level. For maximum progress class sessions should be frequent, with one or more periods per day. It is this committee's recommendation that efforts be made for special teachers to extend the effectiveness of special class instruction by providing materials and plans to be used by the classroom teacher during remaining school hours.

Although frequency of classes was stressed, the majority of respondents recommended that only four days be devoted to training classes each week. One day is needed for staff meetings, conferences with classroom teachers, planning, testing, inservice programs, and the preparation of reports.

3. Materials

The consensus of opinion from reporting centers was that a wide variety of materials and programs is necessary, but no one type of program or material is inherently superior. Its value lies in its use by an effective teacher. Specific inquiry was made regarding the use of mechanical aids. From a list of four frequently used items, the centers were asked to choose the one they found most useful. 50% selected the tape recorder, 30% the language master, 13% the controlled reader, and 7% chose the tachistoscope. Other mechanical aids found useful were record players, listening stations, filmstrip and

overhead projectors, typewriters, Audio Flash and the Talking Page.

Because districts' needs will vary and materials should be selected in terms of those needs, no attempt will be made here to suggest a list of specific equipment. Several of the reporting centers had invested in materials and equipment which were found to have limited value. Such investments may accompany the willingness to experiment which is a desirable feature of the program. However, needless expenditure will be minimized by using the following guidelines in making equipment selections:

a. Rely on judgement of experienced teachers. However, great potential effectiveness of any material, it will be of no value unless the teachers who use it are familiar and comfortable with its use. Experienced teachers will be aware of materials of proven value to them.

b. Whenever possible the decision to purchase should follow observation of the item in actual operation and discussion of its merits with persons who have used it.

c. Provide for a centralized district materials center so that materials can be rotated among different buildings and classrooms. Keep records of use and requests for items as well as reports of their relative values in the achievement of intended goals.

d. Consider the flexibility and motivational value of all materials as well as the specific skills they are designed to teach.

e. Provide for the purchase of supplies necessary for the construction of teacher-made materials.

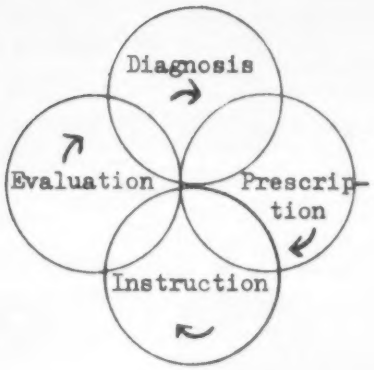
f. Provide for a professional library to include periodicals and journals as well as books dealing with reading and learning problems.

g. Design the budget so that materials can be purchased throughout the year as needs develop for specific items. This is especially necessary during the initial year of operation of a new center.

4. Student Attitudes

A child's inability to learn to read in school is associated with feelings of personal defeat, poor self-concept, lack of confidence, and unfavorable attitudes toward school. These feelings may be manifested in the appearance of disinterest in school activities, personal withdrawal, or unacceptable behavior. The reading centers contacted were asked if their programs directed specific efforts toward the attitude and adjustment problems of their students. 65% of the respondents indicated that counseling services were provided as needed and regarded as important in the success of their programs. Assuring experiences of success for every individual is stressed as the most effective means of improving attitudes toward self and school.

5. Evaluation
Evaluation is an integral and ongoing part of the total program as illustrated in the diagram:



The reading center must plan to realistically evaluate the performance of each child and of the reading program itself. This can only be done in terms of what accomplishments are anticipated and through valid methods of measuring these accomplishments.

Representatives of two special reading programs stated the belief that weakness in the system of evaluation was a limiting factor in the success of their programs. Evaluation is based on stated objectives, and many educators lack the facility in determining and writing objectives in terms of measurable results. An ESEA Title III Project, Evaluative Systems for Special Education, is currently underway at the Bureau of Educational Research of the University of Denver, Denver, Colorado. An aim of the project is to develop goals for special education programs and behavioral objectives for students served by the programs. When completed, their report should be of value in assisting teachers and program directors with techniques of evaluation.

Evaluation results must be reported to administrators, classroom teachers, and parents; thus it is essential to maintain progress reports. In reporting to parents, however, many of the responding centers believe that reports should be made by means of conference at school or home.

6. Dismissal of students from special classes
Three of the reporting centers suggest a time limit for training within a special program. In one center the limit is two years. Another limits the time to two years, but it can be extended after re-evaluation and recommendation. In one center, the goal for each student's full-time return to the classroom is one year, but this is not an arbitrary period. The majority of public school centers dismiss a student upon the agreement of two or more of the persons working with him. Scheduled follow-up procedures after dismissal are recommended.

D. Provide for inservice training

1. Sell the program.
Almost all centers contacted in this survey emphasized their conviction that the success of a diagnostic-reading program will be dependent upon the cooperation and support of principals, counselors, and teachers of the

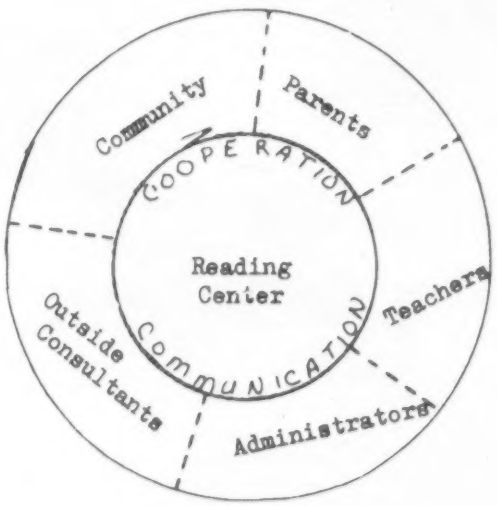
district's schools. This can only be achieved as the district's personnel gain understanding of the program and its objectives and recognize its potential value in service to them and their students.

2. Use a variety of techniques.
   Inservice need not be limited to a lecture before a captive audience. Some suggested procedures are:
   a. Meetings and workshops for various groups of persons at district, building, and grade levels, reading center staff, and lay-persons.
   b. Individual conferences.
   c. Demonstrations
   d. Use of consultants outside the district or area.
   e. Invitations to observe the center's facilities and operation.
   f. Informal "rap" sessions for sharing of knowledge and experience, techniques, materials and equipment.

3. Plan sessions for the development of skills to enable classroom and special teachers to better plan and carry out programs of reading instruction.

Chart 5 depicts an overall view of the inservice program.

Chart 5
Inservice Structure



IV. Other considerations

A. Pitfalls to be avoided

Most of these points have been mentioned in the body of this report. They are repeated because they have been stressed by many educators with experience in reading and special learning problems.

1. Lack of organized program structure.
2. Failure to state clear, realistic objectives for each student and for the overall program.
3. Lack of adequate means of evaluating program in terms of objectives. Although standardized tests have use, they are neither adequate nor sufficient measures for this kind of program.

4. Failure to provide for conferences, sharing, and training within center staff and with building faculties.
5. Ineffective personnel.
6. Poor or insufficient facilities and materials.
7. Attempting to spread instructional services so widely that teachers work with too many students in too short or infrequent sessions.

B. Facilities

Space is at a premium in many overcrowded districts, but without reasonably comfortable and attractive facilities a reading diagnostic program cannot function. The facilities needed will be determined by the services to be performed, what is already available and budgetary restrictions. New construction, remodeling, space and the use of portable units may be considered. Some programs have made use of self-contained mobile units which travel from school-to-school throughout the district. Although these have been found satisfactory for use in performing some of the diagnostic procedures, they are generally unsuitable for prolonged use for instruction. These basic requirements for space and furnishings can be adapted for the particular program planned.

1. Center
   a. Office - director and clerical
   b. Conference area
2. Center and individual buildings
   a. Storage area
   b. Small rooms for diagnosis and instruction

C. Transportation

Most of the public schools responding to this survey minimize the necessity for student transportation by working as much as possible in individual schools. When necessary, parents are asked to assume responsibility for transportation for some of the diagnostic procedures. If instructional sessions are to be held regularly in a central location, the question of transportation should be answered in the program planning.

V. Budget

The following table depicts the funding sources of those centers responding who were not part of a college or university program:

Title I	Title III	Began as Title District Assumed	District Operated	*
30%	30%	17%	17%	6%

* Combination ESEA, NDEA, District funding

The high cost of a reading diagnostic program has prevented some districts from attempting to supply needed services. The Budget Planning Guide (Chart 6) that follows will assist in determining the costs of a program devised to fit a district's needs.

BUDGET PLANNING GUIDE

School Population_____ Projected Number of Students to be Served by Center_____

Number of Schools_____

Personnel (Salaries)	Currently Employed		Additional Needs		Total Salaries	Potentially Funded by State or Federal Legislation	Increase in Budget
	Full Time	Part Time	Full Time	Part Time			
Director							
Clerical							
Reading Specialist							
Educational Specialist							
Other Professional Staff (List)							
Contracted							
Teacher Aides							
Custodial							

Facilities	Cost of Additional Space			Furnishing Office, Supplies, Equipment		
	New Constr.	Remodel	Other - (Leasing)			
Center						
Buildings (List)						

Instructional	Materials for Diagnosis	Books, Games, Supplies	Mechanical Aids	Professional Materials		
List Total Costs						

Inservice	Describe Anticipated Programs (List)	Estimated Cost		
Center Staff District - Building Training for Aides				

Transportation	Describe How Provided		
Pupil Travel			

TOTALS

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Parade

Phone (303) 472-0378 or 472-1295

Projects Advancing Reading Achievement and Developing Ego-Strength

A Title III ESEA Project

Air Academy School District Number 20
c/o Air Academy High School
USAF Academy, Colorado
80840

Joan Stokes, Director

Outline of PARADE Program

I. Background
   A. Transient student population
   B. Drop in overall reading achievement

II. PARADE's "Steps in the Right Direction"
   A. Initial screening
      1. Reading achievement test
         a. Grades 3-9: Nelson Reading Test
         b. Grades 10-12: Nelson-Denny Reading Test
      2. PARADE Learner Self Concept Inventory
      3. Parent and student interviews with school personnel
      4. Records of past educational experience, if available
   B. Individual analysis of learning abilities
      1. General basis for further evaluation and/or special placement:
         a. Total reading score more than 2 months below current grade level
         b. Difference of more than one year between Vocabulary and Comprehension sections of reading test, with lower score more than 2 months below current grade level
         c. Score on Learner Self Concept Inventory below 20th percentile
      2. Contents as brief or extensive as necessary, based on needs
         a. Basic: Measure of learning aptitude (Slosson or Wechsler)
            Individual Reading Inventory
         b. Optional: Measure of learning style (ITPA or Detroit)
            Visual acuity and perception
            Auditory acuity and perception
            Motor development
            Medical reports as requested and/or obtainable
      3. Parental permission and consultation
   C. Placement
      1. In regular school program
      2. In regular program supplemented by participation in small instructional groups geared toward programs in
         a. Reading skills instruction
         b. Developing self concept
         c. Special education (perceptual or emotional disability)
      3. Part or full-time placement in self-contained classes for intellectually, physically or sensorially handicapped
   D. Prescriptive training
      1. Individual, based on evaluation of needs and abilities
      2. Oriented toward success, based <u>always</u> on the principle of <u>success</u> for each student every day
      3. Volunteer teacher aides
   E. Results - or concurrent steps
      1. Return to full-time placement in regular school program
      2. Classroom teacher awareness and involvement
      3. Inservice programs for regular classroom teachers

All of us on District Number 20's PARADE staff hope that this replication manual has been of value to you. Please let us know by completing the form on Pages 15 and 16. Then tear it out and return it to:

Joan Stokes
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----or call----

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